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# Academic, attitudinal and personality correlates of a cross-cultural educational experience.

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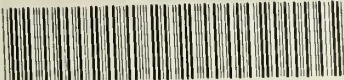
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ACADEMIC, ATTITUDINAL AND PERSONALITY  
CORRELATES OF A CROSS-CULTURAL  
EDUCATIONAL EXPERIENCE

Dissertation

by

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## CHAPTER I

### BACKGROUND OF THE PROBLEM

The emergence of the United States as a world power following World War II has been accompanied by a transitory shift in its foreign operations from one of observation to participation.<sup>1</sup> This has resulted in a tremendous expansion of the number of Americans involved in overseas business, government and educational endeavors. Economic affluence has been sustained in the United States for two and a half decades since World War II. During this period, the technological advances of air science have narrowed the distance gap between nations and continents. This combination of factors has directed more Americans towards seeking vocational and educational opportunities outside the continental limits of the United States.

This new position of prominence in international affairs on the part of the government of the United States has resulted in an exposure to foreign cultures for American citizens and their offspring at a rate of high magnitude. The United States government figure of one million, five hundred and ninety thousand American citizens working and living abroad in 1959, almost doubled by June of 1965.<sup>2</sup> The latest statistics

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<sup>1</sup>Cleveland, Harlan, Magnone, Gerald J. and Adams, John Clarke, The Overseas American, (New York: McGraw-Hill Book Company, Inc., 1960).

<sup>2</sup>Unseem, Ruth H., The Student Third Culture, Occasional Papers on Undergraduate Study Abroad, Council on International Educational Exchange, (New York City, New York, November, 1967).



now include fourteen thousand Peace Corps workers and two hundred and fifty thousand children of Americans working abroad. Our world military commitments also contribute to the rising number of Americans working abroad.<sup>3</sup> The quarter of a million children of American citizens living abroad are being educated in seven hundred educational institutions. These range from American independent schools, schools organized and operated under the auspices of the United States government to the schools of the local community where the families are located.<sup>4</sup>

The expansion of the numbers of overseas Americans resulting in these new ambassadors of 'good will' has not always fulfilled the expectation that mutual understanding would result from cross-cultural contact. The language barrier for the overseas American visiting and working in a country whose mother tongue he neither spoke nor understood has been an overwhelming detriment to developing mutual respect and understanding between the American and the home national. In addition, the lack of acquaintance, sensitivity and respect for the traditions, mores and customs of the host country on the part of the overseas American has created pithy disturbances. Such instances have seriously interrupted growth and understanding between the host national and the American overseas worker.<sup>5</sup> Lederer and Burdick in "The Ugly American"<sup>6</sup> substantiate

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<sup>3</sup>Unseem, op. cit.

<sup>4</sup>Unseem, op. cit.

<sup>5</sup>Transplanted Students, A report of the National Conference on Undergraduate Study Abroad, Association of American Colleges, Council on

this very point throughout their work with one illustration after another which they declare are based upon fact.

It is interesting to note at this juncture that the philosophy behind the Peace Corps, a program introduced at the outset of President John F. Kennedy's administration, and its reverse counterpart, Volunteers to America, a program implemented by President Lyndon B. Johnson's administration in 1965, are programs which "The Ugly American" suggested in 1958. The training and orientation programs for Peace Corps members and Volunteers to America members were the suggestions of Lederer and Burdick in "The Ugly American." These suggestions were for those who were about to assume a diplomatic or other type of overseas assignment.

James Reston in a New York Times editorial, November 19, 1959, reported that Congressional support improving the condition of 'tongue-tied' foreign service workers was on the up-grade. However, there continued to be approximately fifty per cent of our foreign service personnel unable to speak and understand the spoken word of the language whose nation they were serving.

Paralleling the United States emergence as a world power following the close of World War II, there has been a spiraling upward increase in the expansion of international educational programs for American students. During the year 1965, over one hundred thousand passports were

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International Education, (Chicago, Illinois, 1960).

<sup>6</sup>Lederer, William J. and Burdick, Eugene W. W., (New York: Norton and Company, Inc., 1958).

issued to them.<sup>7</sup>

A survey of American undergraduate institutions offering educational programs to foreign nationals exceeded thirty thousand students in 1963.<sup>8</sup> This host role for American collegiate institutions is an additional outgrowth of the role of the United States as a post-World War II international power.<sup>9</sup>

The Council on International Educational Exchange,<sup>10</sup> New York City, in its autumn, 1968, brochure describing its services indicated that one hundred and fifty North American colleges, universities, secondary schools and other youth-serving agencies had joined this organization. The purpose of the Council is to assist in the planning and operation of international educational opportunities throughout the world. It is interesting to note that this organization's birth occurred in 1947. Therefore, it coincides with the post-World War II era when the international educational programs assumed new heights of popularity in the

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<sup>7</sup>Freeman, Stephen A., chairman; Bigelow, Donald, Brisley, Leonard, Diller, George E., Garraty, John A. and Rogers, Francis, Working Committee I, Study Abroad, Northeast Conference on the Teaching of Foreign Languages, (Princeton, New Jersey: Princeton University Press, 1965), pp. 23-53.

<sup>8</sup>Selltiz, Claire, Christ, June R., Havel, June and Cook, Stuart W., Attitudes and Social Relations of Foreign Students In The United States, (Minneapolis: University of Minnesota Press, 1963).

<sup>9</sup>Cormack, Margaret L., International Development Through Educational Exchange, International Development Education, Review of Educational Research, June, 1968, pp. 293-302.

<sup>10</sup>Council on International Educational Exchange, Council on International Educational Exchange, 777 United Nations Plaza, New York City, New York. (Formerly Council on Student Travel).

United States.

This phenomenal growth of student exchange programs under the aegis of governments, collegiate institutions, secondary schools, religious and independent organizations had its beginning in modern times at Marymount College, Tarrytown, New York, in 1925.<sup>11</sup> The Marymount program was the first of the 'Junior Year Abroad' programs that did not become wide-spread until 1960. There were ten American colleges and universities offering 'Junior Year Abroad' programs in 1950 and the number had swelled to seventy by 1960.<sup>12</sup>

Hollins College, Roanoke, Virginia, sponsors a 'Junior Year Abroad' program that is an excellent illustration of the present 'Junior Year Abroad' programs. The Hollins program is primarily designed to uplift the French language skills of the student participants. Students participating in the Hollins program have earned at least a "B" average in French for their first two years of study in the French language at Hollins College. The year abroad for these students is spent in Paris, France, and they live with French families. The students receive full academic credit for the successful completion of the foreign study. All instruction is in the native language and for the most part the professors are native to the country where the instruction takes place.<sup>13</sup>

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<sup>11</sup>Cleveland, op. cit.

<sup>12</sup>Study Abroad, (Washington, D.C.: Government Printing Office, 1960).

<sup>13</sup>Cleveland, op. cit.

Another increasingly popular collegiate institution offering is the 'island campus.' In this program, American students are housed abroad in a college or university setting and receive instruction in English on the culture of the host nation. The instructional program is conducted by professors from the 'home' American institution. The Stanford University's program located in Stuttgart, Germany, is an illustration of this type.<sup>14</sup>

A number of European Universities offer this type of educational program for American undergraduate students such as the American Universities at Aix-en-Provence in France, University of Stockholm, and Institute of European Studies in Vienna.<sup>15</sup> These programs present serious accreditation problems for American students as do independent study programs in foreign colleges and universities.

A second illustration of the 'Junior Year Abroad' concept, which is representative of many programs is the 'Gonzaga in Florence,' Italy, program. This is a co-educational offering that includes Italian language and culture. Previous study of the Italian language is not a prerequisite for admission into the program.<sup>16</sup> The 'Gonzaga in Florence' program is similar to other programs in that no attempt is made to explore attitudinal

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<sup>14</sup>Euwena, Dr. Ben, Undergraduate Overseas: A Look at U.S. Programs, Workshop Report; sponsored by the Council on Student Travel, 1956-57, (Published 1958).

<sup>15</sup>Euwena, op. cit.

<sup>16</sup>The Reverend, Regimbal, Clement H., S.J., Director in residence, Gonzaga in Florence, (Spokane, Washington: Gonzaga University, 1969-70).



changes on the part of the student participants.<sup>17</sup>

On the secondary school level the study and travel abroad concept, while experiencing tremendous growth in terms of student participation since the mid-1950's, has been limited primarily to summer programs. It is estimated approximately seven thousand secondary school students go abroad each summer for participation in organized programs.<sup>18</sup>

The programs for secondary school students can be categorized as primarily language learning experiences with emphasis upon cultural understandings; cultural and current issues type programs, or a combination of each of the aforementioned areas with varying degrees of emphasis placed upon each area by the sponsoring organization.<sup>19</sup> As an illustration, the Avon High School, Avon, Connecticut, summer study and travel abroad program for France, Japan or Russia, is basically a language learning experience with moderate emphasis upon cultural growth and understanding.<sup>20</sup> The National Association of Secondary School Principals each summer under the direction of its Student Activities division arranges for international areas study programs for secondary school students. These programs

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<sup>17</sup>Correspondence, January 31, 1969, Royce, Thomas R., Coordinator, Gonzaga in Florence, Gonzaga University, Spokane, Washington.

<sup>18</sup>"Overseas Programs for Secondary School Students," A report on the Northeast Regional Conference, October 22-23, 1965, (Avon, Connecticut), and Mid-West Regional Conference, December 2-3, 1966 (Ann Arbor, Michigan), Council on Student Travel, United Nations Plaza, New York City, New York.

<sup>19</sup>"Overseas Programs for Secondary School Students," op. cit.

<sup>20</sup>Driscoll, Francis G., "Avon To Russia and Return," New England Association Review, 1961.

result in students visiting a number of countries which possess a near common culture and heritage such as a group of Mediterranean countries.<sup>21</sup>

The Lenox School, Lenox, Massachusetts, entry into the international educational program field is a relatively recent venture. Their programs have been in existence for a period of seven years and focus on summer work camp experiences. The programs have been conducted among the Cree Indians in Quebec and among the urban poor in South London, England, as described by the program director, Mr. David Dennen Blanchard, the student participants profit from doing something for someone else and, secondly, they profit from their insights into other cultures.<sup>22</sup> There is no attempt at foreign language learning included in the Lenox School program.

In contrast to the Lenox School program is the Choate School Summer Programme in France. The Choate Program is primarily a French language learning experience that provides four weeks of study in French language in Paris, France. In addition, the students live with French families during the four weeks in Paris. Following the close of the study program, the students travel for three weeks throughout France.<sup>23</sup>

In the opinion of Mr. Cosnard, the director of the Choate program,

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<sup>21</sup>"Overseas Programs for Secondary School Students," op. cit.

<sup>22</sup>Correspondence, February 2, 1969, Blanchard, David D., director; Outreach Program, Lenox School for Boys, Lenox, Massachusetts.

<sup>23</sup>Cosnard, J. P., Director, The Choate Summer Programme In France, 1969, The Choate Summer Programme In France, 1969, The Choate School, Wallingford, Connecticut.

the seven week French language experience is the equivalent of at least one semester of French study in the traditional sense as conducted in our nation's secondary schools. Students participating in this program, according to Mr. Cosnard, usually advance one semester in their French study upon their return to the United States.

The Loomis School, Windsor, Connecticut, sponsors a twelve week summer program for secondary school students which features area studies with language learning.<sup>24</sup> This program concentrating on the Russian language and the culture of the Soviet Union requires six weeks of Russian language study at the Loomis School. The second period of six weeks is devoted to travel in the Soviet Union. The Loomis School has in recent years added a twelve week African studies program whereby the secondary school participants traveled throughout newly emerging African nations in the summertime.

There are four notable exceptions to the secondary schools' efforts in foreign study and travel programs being conducted during the summer months. They are: the Fordham Preparatory School, New York City, New York, which offers a single semester program in France for members of its senior class; Phillips Academy, Andover, Massachusetts, offers a single semester in Spain for members of its junior class; and the Hollywood High School, Hollywood, California, offers a single semester in France for members of its senior class. The Fordham and Phillips programs are

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<sup>24</sup>The Loomis Summer Program: Russian Language Study and Travel Abroad, The Loomis Summer School, South Windsor, Connecticut, 1964.

basically foreign language learning programs with moderate emphasis upon culture, while the Hollywood High School program reverses the emphasis with a major concern for the development of cultural understanding for its students.<sup>25</sup>

The fourth is The George School, which has been involved with Student Exchange Programs for secondary school age students beginning in 1949.<sup>26</sup> Selected students from the George School spend an academic year abroad at Gertraudenschule in Berlin, or Rethel-Gymnasium in Dusseldorf, or the Lycée Nationalisé in Guebwiller, Alsace, France. The George School also has sponsored Work Camp experiences for its students in England, France and Germany during the past twenty years. The objective of the George School program is to promote international understanding and, in their judgment, this can best be accomplished through personal association.

The American Field Services program arranges for secondary school students from foreign cultures to visit in this country for one year, living with an American family and attending a local high school. An American student representing the host school may attend the homeland of the foreign visitor the following summer. This program has no academic credit, requires no language understanding for the American student to go abroad and has no evaluation criteria for either the foreign visitor to

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<sup>25</sup>Cleveland, op. cit.

<sup>26</sup>Face To Face, George School Bulletin, Vol. XXXIII, No. 5, May, 1962, The George School, George School, Pennsylvania. .



this country of for the American student who goes abroad for the summer.<sup>27</sup>

The International Christian Youth Exchange, United Nations Plaza, New York City, New York, began in 1949 with the explicit objective of attempting "to restore trust between persons in the United States and Germany."<sup>28</sup> The program's aims are to be carried out by exchanging students from the two countries from early high school to twenty-five years of age. The students are assigned to 'host families' for a year. The requirements for inclusion in the program were to be a Christian, having studied German for the American student and English for the German student. In addition, a statement from one's church leader attesting to character was essential for inclusion into the program. This program was expanded in 1957 to include twenty-five additional countries.

Other youth-serving organizations such as the United Christian Missionary Society, Indianapolis, Indiana,<sup>29</sup> Camp Fire Girls, Inc.,<sup>30</sup> New York City, New York, People To People,<sup>31</sup> Kansas City, Missouri, spon-

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<sup>27</sup>"Overseas Programs for Secondary School Students," op. cit.

<sup>28</sup>How To Participate In International Christian Youth Exchange, International Christian Youth Exchange, 777 United Nations Plaza, New York City, New York, 1969.

<sup>29</sup>Correspondence, January 27, 1969, Alton Beaver, Director; Fraternal Work and Voluntary Service, United Christian Missionary Society, 222 South Downey Avenue, Indianapolis, Indiana.

<sup>30</sup>Correspondence, January 29, 1969, Audrey M. Hudson, National Public Relations Division, Headquarters of the National Council, Camp Fire Girls, Inc., 65 Worth Street, New York, New York.

<sup>31</sup>Correspondence, January 17, 1969, Charles R. Hulac, Executive Vice President, People To People, National Headquarters, 2401 Grand Avenue, Kansas City, Missouri.



sor summer programs providing international educational experience for secondary school students that have been organized following the close of World War II. Each of these programs attempt to enhance world understanding by personal interaction made possible through cross-cultural exposure. No attempts have been made to study whether or not these organizations are successfully reaching their objectives.

Thus, the evidence is abundantly clear that the nation's educational institutions on the secondary school level, youth-serving agencies, undergraduate and graduate levels have expanded their vision to include international educational experience for their students. This is an attempt to satisfy the demands of the new role of world power for the United States. Few developments in education will be so relevant to preparing Americans for effective overseas service as study abroad programs.<sup>32</sup>

#### The Need for the Study

This surge of growth of foreign nationals studying in this country with the accompanying identical growth for American students studying and traveling abroad are reflected in programs whose goals and objectives are reasonably similar. Each program operates on a common premise "there can be no adequate substitute for direct contact with those who belong to a different culture" and "contact with others is essential to true education."<sup>33</sup>

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<sup>32</sup>Cleveland, op. cit.

<sup>33</sup>Cleveland, op. cit.

However, in actuality they are distinctly variegated upon an in-depth analysis.<sup>34</sup>

The issue now takes on a new dimension as there can be no challenge to the growth and expansion of the international educational programs from the standpoint of numbers. However, the present issue raised by the nation's scholars is one of quality of these programs. Are these programs satisfying their objectives? Are the questions raised by the nation's scholars who are demanding greater research in this field of international education reasonable? Is it possible to determine the effectiveness of these programs in international education and thus begin to emphasize and stress with vigor those programs that are successful so as to encourage others to pursue that type of program for their students?<sup>35</sup>

As an indication of the growing concern among scholars for research in this area, the entire issue of *The Journal of Social Issues*, 1962,<sup>36</sup> was dedicated to examining the impacts of studying abroad. Dr. Margaret L. Cormack in her paper included in the June, 1968, issue of *Review Educational Research* attacks the lack of research and that which

<sup>34</sup>The University's Responsibility In International Educational Exchange, A report of the meeting of the Continuation Committee for Educational Exchange, Villa Serbelloni Bellagio, Italy, December 2-5, 1966.

<sup>35</sup>McCormack, op. cit.

<sup>36</sup>Coehlo, George U., (editor), New Trends In International Educational Exchange, *The Journal of Social Issues*, 1962, Vol. XVIII, No. 1.

has been conducted as being narrowly microscopic.<sup>37</sup> "International Behavior"<sup>38</sup> edited by Dr. Herbert C. Kelman is a major work focusing upon international behavior as a research problem. This publication is a collection of articles written by nineteen distinguished social and behavioral scientists examining the effects of cross-cultural perceptions and contacts, education and persuasions, negotiation, bargaining and decision making. The Council on International Educational Exchange, New York City, New York, has sponsored one international meeting conducted at Villa Serbelloni Bellagio, Italy, December 2-5, 1966, to investigate the problems of educational exchange.<sup>39</sup> This conference was arranged as the Fourth General Conference of the International Association of Universities, Tokyo, Japan, 1965, agreed that institutions of higher learning have a basic responsibility for introducing a major international element into the education of all students.<sup>40</sup> They further agreed that the universities needed to play a major role in the evaluation procedures for the determination of compatibility between the programs of international education and their goals and particularly so as the research

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<sup>37</sup>Cormack, op. cit.

<sup>38</sup>Kelman, Herbert C., (editor), International Behavior, published for the Society for the Psychological Study of Social Issues, (New York: Holt, Rinehart and Winston, Inc., 1965).

<sup>39</sup>The University's Responsibility In International Educational Exchange, op. cit.

<sup>40</sup>The University's Responsibility In International Educational Exchange, op. cit.

regarding international education has been, for the most part, absent.<sup>41</sup>

The Twentieth Anniversary Conference conducted by the Council on International Educational Exchange held in New York City, November 15-17, 1967, addressed itself to the question of real outcomes for student participants in international educational programs.<sup>42</sup> Three distinguished international educators, Dr. Joseph A. Lawerys, Professor of Comparative Education, University of London, Dr. Michio Nagai, Professor of Sociology, Tokyo Institute of Technology, and Dr. Harold Taylor, former President, Sarah Lawrence College, addressed the members of the conference and their topic was "National Differences in the Approach to Knowledge - Implications for the Planning of Exchange Programs." The central issue inherent in each presentation was the quest for comprehensive research techniques to be applied to existing and proposed programs in international education so as to determine the factual outcomes of these programs. As a follow-up of these three keynote presentations, there were four one-day long workshop sessions discussing common problems in the administration and operation of international educational programs for high school and college students.<sup>43</sup> Once again, concerted effort was directed to the

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<sup>41</sup>The University's Responsibility In International Educational Exchange, op. cit.

<sup>42</sup>New Perspectives On Study In A Foreign Culture, Report of the Twentieth Anniversary Membership Conference on International Educational Exchange, New York City, New York, November 15-17, 1967.

<sup>43</sup>New Perspectives On Study In A Foreign Culture, op. cit.

issue of goal achievement as contrasted to actual outcomes of the existing programs.<sup>44</sup>

A further indication of the growing concern for thorough and exacting research in the area of international education is expressed by the National Council of State Supervisors of Foreign Languages<sup>45</sup> in the adoption of a criteria for evaluating foreign study and language programs abroad for high school students in February of 1966. This identical criteria was adopted by the American Council on the Teaching of Foreign Languages in February of 1968.<sup>46</sup> The State Departments of Education for Connecticut and Vermont expressing their concern for the value and worthwhileness of foreign study and language programs abroad adopted the criteria as stated by the National Council of State Supervisors of Foreign Languages.

The Michigan Association of Secondary School Principals in the mid-1960's established a Student Exchange Committee whose function was to define the legitimate goals of secondary school student foreign study and language programs abroad. This committee membership is comprised of leading secondary school educators in the State of Michigan and is now

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<sup>44</sup>New Perspectives On Study In A Foreign Culture, op. cit.

<sup>45</sup>Freedman, Stephen A., Evaluating Foreign Study Programs for High School Students, National Council of State Supervisors of Foreign Languages, Middlebury, Vermont, February, 1967.

<sup>46</sup>"Criteria For Evaluating Foreign Study Programs For High School Students," Foreign Language Annals, Vol. I, No. 4, May, 1968.



a permanent, standing committee of the Michigan Association of Secondary School Principals.<sup>47</sup>

The quality of the Michigan principal's efforts and the national need as well is further illustrated by the publishing of their guidelines in the January, 1967, issue of "The Bulletin," a publication of the National Association of Secondary Principals.

The need for developing documented evidence as to the realistic outcomes of foreign study and language abroad programs was the theme of the Fiftieth Annual Convention of the National Association of Secondary School Principals, February, 1966.<sup>48</sup> This theme entitled "Secondary Education - Yesterday, Today and Tomorrow" featured at a special session, "The Greater Hartford Oriental Language Center"<sup>49</sup> which had considerable stress upon evaluation of secondary school foreign study and language abroad programs.

#### The Specific Problem

Thus, it appears that the evidence is rather substantial to support the contention that international educational programs have prospered

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<sup>47</sup>"Student Exchange Programs: Guidelines For Secondary Schools," Michigan Association of Secondary School Principals, Ann Arbor, Michigan, June, 1966, pp. 96-116.

<sup>48</sup>"Student Exchange Programs: Guidelines For Secondary Schools," op. cit.

<sup>49</sup>Driscoll, Francis G., "The Greater Hartford Oriental Language Center," The Bulletin, National Association of Secondary School Principals, No. 309, April, 1966, pp. 219-223.

and thrived in the United States following the conclusion of World War II. This growth involves a huge influx of foreign students visiting and studying in this country and an equally spiraling upward increase of American students representing high school age students, undergraduate and graduate students who are visiting and studying abroad.

In recent years, our nation's scholars and educators have expressed an alarming concern relative to the narrowness and/or absence of carefully, well thought out research programs to ascertain the value of our current programs in international education.

This paper proposes to examine the outcomes of a short-term intensive French language study abroad program for twenty-five high school students. These students studied French under the direction of French native teachers for four weeks during the summer of 1967 at the University of Tours, Tours, France. The students were tested prior to their participation in the overseas program and at its conclusion. They were administered French foreign language achievement tests, social attitude scales and personality factor scales at the outset of the cross-cultural experience and at the close of the program. In addition, two control groups were included in this investigation. One group of twenty-five students remained at home during this period and had no academic pursuits. A second group remained at home and attended a traditional high school summer program studying the French language.

The areas for investigation are sub-divided into French foreign language achievement, social attitude change and the relationship of

certain personality factors to each of the aforementioned.

The Specific Topics in the Foreign Language

Field to be Investigated

Does an intensive, short-term French language study program abroad produce greater language growth in contrast to the traditional classroom approach?

Do French language speaking, listening, reading and writing skills improve as a result of a brief period of immersion in the French culture?

Are French high school grades, a reliable predictor for the determination of students who will gain the most in French language learning skills as a consequence of immersion in the French culture?

Is a student's intelligence quotient a reliable predictor for the determination of French language skill growth as a result of immersion in the French culture?

Is a student's social class placement of any significance in the determination of value for the studying of the French language abroad for high school students?

Does the number of social contacts and/or friendships developed with comparably aged French, high school students have any impact upon the fluency developed in the French language?

Does a student's knowledge of French current affairs increase as a result of immersion in the French culture?

Is there any relationship between a knowledge of French current

affairs and French language growth which results from a brief study program in France?

Some Possible Social Attitudinal

Changes to be Explored

Do high school students undergo a change in their social attitudes toward the host country or their homeland as a result of a brief immersion in the French culture?

Do their perceptions of their own culture and/or the French culture change following a brief, overseas experience in France?

Does social class background of high school students have any relationship to attitudinal change which may occur as a result of a cross-cultural experience?

Do intelligence quotients have any bearing upon initial attitude and the possible attitude change for high school students who have experienced a cross-cultural immersion?

Do high school grades in French have relationship to social attitudinal change for those students who experience a short-term intensive program in the French culture?

Is there a relationship for high school students between the degree of attitudinal change and French language proficiency development as a result emanating from exposure to the French culture?

Does the number of social contacts and/or development of friends with comparably aged French high school students have any impact upon attitudinal change for the American students included in this immersion

to the French culture?

The aforementioned are the principal issues of investigation. There will be sub-studies developed and they will be identified and examined in the chapter entitled "Treatment of the Data."



## CHAPTER II

## RELATED LITERATURE

The examination of the literature relative to this dissertation topic suggests that it be sub-divided into two areas: (1) Research that is related to foreign language study, and (2) Research on attitudinal change related to cross-cultural educational experiences.

This suggested sub-division of the related literature emanates from the investigation by this writer which indicates an absence of research on the concepts of foreign language learning growth and attitude change resulting from a cross-cultural experience for American high school students.

Studies Investigating Foreign Language Growth and  
Development as a Consequence of  
Cultural Immersion

The related literature aspect of this study examining French language growth for American secondary school students in the areas of listening skills, reading skills, speaking skills and writing skills as a consequence of overseas study and visitation is almost non-existent.<sup>50</sup> This paucity of research and scientific study for American high school students who study a foreign language abroad is further reinforced by

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<sup>50</sup>Correspondence, February 24, 1969, Carroll, John B., Senior Research Psychologist, Educational Testing Service, Princeton, New Jersey.

Dr. Harold Epstein, Vice President of the Institute of International Education.<sup>51</sup> Similar statements identifying the absence of scientific investigation relative to the language growth of American high school students studying a foreign language abroad have been made a matter of record by nationally eminent people in the field of international education.<sup>52</sup> Dr. Randolph T. Major, Director of Evaluation and Research for the School of International Living, Brattleboro, Vermont, in his publication indicates that no study has been attempted in this field.<sup>53</sup> Yet, he reinforces the need for this type of investigation as having the highest priority for the continuation and expansion of international educational experiences for secondary school students.<sup>54</sup> The National Association for Foreign Student Affairs, Washington, D. C., Director, Mr. Hugh M. Jenkins, indicates that to his knowledge there are "no specific studies" completed on this topic for American high school students.<sup>55</sup> Dr. Charles

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<sup>51</sup>Correspondence, February 27, 1969, Epstein, Harold, Vice President, Institute of International Education, 809 United Nations Plaza, New York, New York.

<sup>52</sup>Correspondence, January 17, 1969, Boyer, Neil A., Volunteers To America, Bureau of Educational and Cultural Affairs, Department of State, Washington, D. C.

<sup>53</sup>Major, Jr., Randolph T., "A Review of the Research on International Exchange," The Experiment In International Living, Brattleboro, Vermont, August, 1965.

<sup>54</sup>Correspondence, January 17, 1969, Major, Jr., Randolph T., Director, Evaluation and Research, The Experiment In International Living, Brattleboro, Vermont.

<sup>55</sup>Correspondence, January 17, 1969, Jenkins, Hugh M., Executive Director, National Association for Foreign Student Affairs, 1860 Nineteenth Street, N.W., Washington, D. C.

A.S. Heinle, Director of the Center for Curriculum Development in Audio-Visual Foreign Language Teaching, Philadelphia, Pennsylvania, points out that very little is known to educators relative to the value to be derived from foreign language study abroad for secondary school students.<sup>56</sup> Dr. Thomas F. Pettigrew, Department of Social Relations, Harvard University, Cambridge, Massachusetts, indicates that the major portion of research in the field of international education has been compiled on foreign national students visiting and studying in this country.<sup>57</sup>

There have been several studies completed which attempted to measure the impact upon foreign language learning by immersing American college students in the foreign culture whose language they were studying. An attempt to measure the impact of Italian language proficiency for college students from Syracuse University who spent a semester in Florence, Italy, was conducted by Dr. David A. Payne and Dr. Harold A. Vaughn of Syracuse University.<sup>58</sup> The students in this study were, for the most part, college juniors with a sprinkling of sophomores and seniors. The study included the students participating in the Spring Semester, 1963,

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<sup>56</sup>Correspondence, February 25, 1969, Heinle, Charles A. S., Director and Vice President, Education Division, Center for Curriculum Development in Audio-Visual Language-Teaching, 1401 Walnut Street, Philadelphia, Pennsylvania.

<sup>57</sup>Correspondence, January 20, 1969, Pettigrew, Thomas F., Professor, Department of Social Relations, Harvard University, Cambridge, Massachusetts.

<sup>58</sup>Payne, David A. and Vaughn, Harold A., "Forecasting Italian Language Proficiency of Culturally Immersed Students," The Modern Language Journal, Vol. LI, No. 1, January, 1967, pp. 3-6.

and the Spring Semester, 1964. Complete data was obtained on eighty-six students.

The criteria for measuring the effects of the semester abroad for the students in this study were as follows:

1. Modern Foreign Language Aptitude Test scores.
2. Years of high school language training and college language training.
3. Years of Italian language training.
4. Total number of years of language training.
5. Verbal section of the College Entrance Examination Board's Scholastic Aptitude Test.
6. Mathematics section of College Entrance Examination Board's Test.
7. Total grade point average in Italy including both Italian language and non-language course work.
8. Foreign language grade point average.

The student population contained in this study had an average of one-half year of study of the Italian language prior to their participating in this program. Overall language study was approximately five and a half years which is not excessive as this took into account high school language study, as well.

The mean total score on the Modern Language Aptitude Test was 139. This is equivalent, approximately, to the eightieth percentile for college freshmen manual norms developed by Carroll and Sapon.<sup>59</sup> The College Entrance Examination Board Test scores for the student population on



this study were slightly higher than fifty points above the national mean score for their respective class.

According to the researchers, Payne and Vaughn, the distribution of males and females represented in the study were fairly equitable.

Thus, the characteristics of the student population in the study indicates that they were in the upper twenty-five per cent of college students in modern language aptitude and College Entrance Examination Board Test scores (math. and verbal). The amount of previous language learning training was not unusually high at five and a half years including high school training.

The results of the study indicated that the Modern Language Aptitude Test was significantly related to Italian language learning. Secondly, in this study, the amount of prior foreign language study was not significantly related to language learning. Thirdly, College Entrance Examination Board Verbal Test scores were not significantly related to performance in language learning. However, mathematics scores on the College Entrance Examination Board tests were a reliable predictor for language learning.<sup>60</sup> Fourthly, foreign language grades were reasonably reliable predictors of foreign language learning. Finally, one, intense semester's exposure to the Italian language resulted in all stu-

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<sup>59</sup>Carroll, John B. and Sapon, S.M., Modern Language Aptitude Test, Psychological Corporation, New York, New York, 1955.

<sup>60</sup>Gardner, R.C. and Lambert, W.E., "Language Aptitude Intelligence and Second-Language Achievement," Journal of Educational Psychology, Vol. LVI, No. 4, August, 1965, pp. 191-199.



dents achieving at least the equivalent of the normal expectation for two years of study in the traditional setting.

In 1959, Dr. John B. Carroll and Dr. Aaron S. Carton, conducted a research project among college students who were studying the Russian language at the University of Indiana and at Middlebury College during the summer.<sup>61</sup> The students participating in this research project studied the Russian language at the aforementioned collegiate institutions for six weeks. Following the completion of the six weeks Russian language study program, the students flew to the Soviet Union and traveled for forty days throughout the country. The assignment of Dr. Carroll was to design the Russian language testing project and Dr. Carton's responsibility was the administration of the testing program.

"The testing project concerned itself exclusively with evaluating gains in the area of foreign language proficiency. Thus, concern with such educational goals as the student's development of better appreciation of cultural values and of increased sophistication in problems of international understanding were not regarded as being within the purview of the testing project, although these concerns were included among the educational aims of the program."<sup>62</sup> In addition to attempting to measure the language proficiency outcome of the experience for the student

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<sup>61</sup>Carroll, John B. and Carton, Aaron S., The 1959 Summer Russian Language Training Program, Prepared by Inter-University Committee on Travel Grants, Graduate School of Education, (Cambridge, Massachusetts: Harvard University, July, 1960).

<sup>62</sup>Carroll and Carton, op. cit.

participants, it was hoped that the study would contribute to the development of practical Russian foreign language proficiency tests. At that time in 1959, there was a serious lack of standardized Russian language tests available to attempt routine educational evaluation.<sup>63</sup>

Thus, the immediate goals of this research project were threefold: (1) An attempt to determine student rates of Russian language progress during different stages of their instruction; (2) An attempt to identify those students who would benefit most from this type of program; (3) An attempt to develop additional testing instruments which could contribute in numbers and variety to the Russian language evaluation field.

The students were tested on three different occasions. The test administrations and the dates are as follows:<sup>64</sup> Please refer to Table 1, page 29.

An explanation of the tests administered to the Russian language students is as follows:

1. Auditory T-F Test is an auditory true-false test of Russian language proficiency developed by P.J. Rulon and C.R. Langmuir for the Armed Services Specialized Training Program during World War II.<sup>65</sup>

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<sup>63</sup>Carroll and Carton, op. cit.

<sup>64</sup>Carroll and Carton, op. cit.

<sup>65</sup>Carroll and Carton, op. cit.

TABLE 1

DIAGRAMATIC REPRESENTATION OF THE TESTING PROJECT

for

THE 1959 SUMMER RUSSIAN LANGUAGE LEARNING PROGRAM

(June, 1959)

(August 5, 1959)

(September 25, 1959)

<p>PHASE I TESTS (Pre-tests)</p> <ol style="list-style-type: none"> <li>1. Auditory T-F Test, Form A or B</li> <li>2. PACT Form C</li> <li>3. "Cloze" Test</li> <li>4. Questionnaire*</li> <li>5. Language Aptitude Test</li> </ol>	<p>(6 weeks Indiana 4 weeks Middlebury)</p> <p>Intensive language training (Indiana or Middlebury)</p>	<p>PHASE II TESTS (Post-test I)</p> <ol style="list-style-type: none"> <li>1. Auditory T-F Test, Form B or A</li> <li>2. PACT Form D**</li> <li>3. "Cloze" Test (1st repetition)</li> <li>4. Oral testing I (August 8, 9)</li> </ol>	<p>(7 weeks)</p> <p>Travel to and return from U. S. S. R.</p>	<p>PHASE III TESTS (Post-test II)</p> <ol style="list-style-type: none"> <li>1. PACT Form C (half)</li> <li>2. PACT Form E</li> <li>3. "Cloze" Test (2nd repetition)</li> <li>4. Oral testing II</li> </ol>
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\* Data failed to have any relevance. No report of this will be made.

\*\* Results discarded because of poor recording and poor rendition.

2. PACT Test Form C is a Pictorial Auditory Comprehension Test which was constructed by John B. Carroll and Wai-Ching Ho for measuring comprehension in a foreign language.<sup>66</sup>
3. Cloze Test is a Russian Written Proficiency Test developed for the measuring of language proficiency.<sup>67</sup>
4. Oral Testing is a test designed to determine the Russian language student's level of proficiency in speaking the Russian language.
5. Modern Language Aptitude Test attempts to predict success in foreign language study in a traditional classroom setting.<sup>68</sup>

It is interesting to note that in the pretesting program the mean score for the Russian language students, in this project, on the Modern Language Aptitude Test was 134.2. This figure approximates the mean score for the Italian language students participating in the Payne and Vaughn study which was 139. Carroll and Aaron consider this mean score to be high in contrast to the mean score obtained from the groups which were included in the standardization of the test scores. The authors thought this mean score of 134.2 to be significant enough to speculate that perhaps a natural process of selection takes place as a

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<sup>66</sup>Carroll and Carton, op. cit.

<sup>67</sup>Carroll, John B., Carton, A.S. and Wilds, Claudia P., "An Investigation of Cloze Items in the Measurement of Achievement in Foreign Languages," College Entrance Examination Board, Research and Development Reports, Cambridge, Massachusetts, 1959.

<sup>68</sup>Carroll and Sapon, op. cit.

student gives consideration to participation in this type of program.<sup>69</sup>

Carroll and Aaron's findings as an outcome of this study indicate that proficiency language test results and amount of prior language training are highly related. Secondly, they discovered that intensive, summer language training tends to produce greater student proficiency in contrast to studying a language in a traditional, classroom setting of three to four periods per week. This finding was also an outcome of the Payne and Vaughn investigation of Syracuse students studying Italian in Florence, Italy.

The Russian language student growth in proficiency as noted on the Rulon Auditory True-False Test and the Cloze Test were statistically insignificant. Administered technical difficulties invalidated comparative scores on the Pictorial Auditory Comprehension Test. The Russian language oral test scores indicated much improvement of this skill on the part of the Russian language students as a consequence of the travel experience.

Finally, the results of the Modern Language Aptitude Test indicated its worthiness as a tool for the arrangement of homogenous groups of students and in counseling students as to their continuation of foreign language study.<sup>70</sup>

A research project, published in 1967, attempted to study the

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<sup>69</sup>Carroll and Aaron, op. cit.

<sup>70</sup>Carroll and Aaron, op. cit.



affects of foreign language study on the college level by measuring the foreign language level of attainment of American college seniors who had majored in a foreign language.<sup>71</sup> This study consisted of 2,875 students and represented 102 collegiate institutions. The investigation included a questionnaire which inquired as to the language student's time spent abroad. The results have significance for this present study as those foreign language majors who had spent time abroad possessed significantly higher scores, in every language group, on the Modern Foreign Language skills tests. It appears from Carroll's work that the amount of time spent abroad was not highly significant, but rather, the fact that the foreign language major had spent some time abroad. Summer tours or a full year abroad could not be differentiated in significance in this study.<sup>72</sup>

Finally, Carroll's work on foreign language attainment for college seniors majoring in a foreign language singles out the urgent, pressing need for research to determine the precise effects of travel and study abroad.<sup>73</sup>

It should be pointed out at this juncture that the possible causal relationship of foreign language level of attainment and short-term or

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<sup>71</sup>Carroll, John B., Principal Investigator, "The Foreign Language Attainments of Language Majors In the Senior Year: A Survey Conducted in U.S. Colleges and Universities," Laboratory for Research in Instruction, Graduate School of Education, (Cambridge, Massachusetts: Harvard University, 1967).

<sup>72</sup>Carroll, op. cit.

<sup>73</sup>Carroll, op. cit.

long-term study abroad may well be attributable to the selection process of students. There may be a natural selection process of elimination by the students as those possessing little language aptitude discount participation for themselves in programs abroad. Secondly, the high school and collegiate institutions establish criteria for inclusion in study abroad programs that, in general, preclude students with poor foreign language learning aptitude or achievement from participation.

A study on Peace Corps workers who were being prepared for Spanish and Portuguese language speaking countries was conducted in 1966.<sup>74</sup> The purposes of this research project were twofold: (1) To determine the adequacy of the twelve week intensive language learning program, and then, (2) To relate these findings to the foreign language skill development of the Peace Corps worker at the mid-point of his assignment in the foreign country. The number of the Peace Corps workers in the Spanish language learning program was 444 and for the Portuguese language learning program, 48.<sup>75</sup>

The Peace Corps trainees were administered a short-form version of the Modern Foreign Language Aptitude test at the outset of the training program which was conducted at the University of New Mexico. At the conclusion of the training programs, a series of proficiency tests in

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<sup>74</sup>Carroll, John B., Principal Investigator, "Parametric Study of Language Training In the Peace Corps," Laboratory Research In Instruction, Graduate School of Education, (Cambridge, Massachusetts: Harvard University, 1966).

<sup>75</sup>Carroll, op. cit.

Spanish or Portuguese were administered to the trainees.<sup>76</sup>

At the mid-point of the Peace Corps worker's assignment in the host country, he was visited by project staff members. The staff investigators collected considerable information from each Peace Corps worker. Pertinent to this dissertation was the data collected relative to foreign language growth during the Peace Corps worker's assignment in the host country. Language skill tests were administered at this juncture as well as the Peace Corps worker's own impression as to relating his job success to his language proficiency.<sup>77</sup>

The major results of this study on Spanish and Portuguese Peace Corps workers indicates that the Modern Foreign Language Aptitude test is a reasonably reliable predictor for withdrawal from the program for those trainees possessing low foreign language aptitude. However, the evidence, according to the investigators, was not sufficiently strong to be utilized as an absolute criterion for exclusion from the Peace Corps.<sup>78</sup> Secondly, for those Peace Corps workers who were classified as linguistically "non-qualified" for field service, their foreign language growth in the listening skill of the language was significant beyond the one per cent level. The investigators classified this growth as "large average gains."<sup>79</sup>

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<sup>76</sup>Carroll, op. cit.

<sup>77</sup>Carroll, op. cit.

<sup>78</sup>Carroll, op. cit.

<sup>79</sup>Carroll, op. cit.

Thus, this particular study involving Peace Corps trainees and follow-up investigation at the mid-point of their assignment in the host country appears to suggest the following: (1) Modern Foreign Language Aptitude testing is a strong predictor for completing the foreign language training phase of the Peace Corps program; (2) Foreign Language listening skills in Spanish and Portuguese improve considerably for those Peace Corps trainees who have been identified, at the conclusion of the language training programs as "linguistically non-qualified."<sup>80</sup>

During recent years, the Experiment for International Living, Putney, Vermont, has begun to test its language students prior to and at the completion of their tour, work or study program abroad.<sup>81</sup> The Experiment's School for International Training began this added dimension in 1964. It was an attempt to gather data to reinforce their belief that an intensive language course, followed immediately by living abroad, had the significance of a full year of college of a language.<sup>82</sup>

The student participants in the Experiment's School for International Living are, for the most part, college students, Peace Corps Trainees, businessmen and government workers. The Experiment's goals in foreign language mastery are unlike the traditional classroom setting.

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<sup>80</sup>Carroll, op. cit.

<sup>81</sup>Fantini, Alvino E., Director, Foreign Language Programs, "The Experiment In International Living's Multi-Language Program," The Odyssey School for International Living, Brattleboro, Vermont, Winter, 1965.

<sup>82</sup>Fantini, op. cit.



The emphasis is upon the development of foreign language speaking and listening skills.<sup>83</sup>

Beginning in 1964, fifty-nine participants going to Austria, Germany, Italy and Spain participated in a three week, six days' a week foreign language study program at Putney, Vermont, prior to going abroad. They were administered Modern Foreign Language Proficiency tests in their respective language study areas prior to and upon their return to this country. The results were impressive in all languages. Student participants, with no previous language study, gained as a group average no less than ten percentile points. In the area of listening skills of their particular foreign language study group, the group average score increased by twenty-seven percentile points. The test scores for the groups in 1965, 1966, 1976 and 1968, have been equally impressive. In addition, the pretesting and post-testing for the participants has now become a mandated procedure for all twenty-six language offerings at the school.<sup>84</sup>

#### Summary

Research relative to the effectiveness of cultural immersion for American high school foreign language students is non-existent. Meager research is available which examines the results of cultural immersion for college-age foreign language students. This is true for Peace Corps

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<sup>83</sup>Fantini, op. cit.

<sup>84</sup>Fantini, op. cit.



workers, also. However, the research for the college-age students and the Peace Corps workers can be considered jointly as the age span for both groups, for the most part, ranges from 19-23.<sup>85</sup>

The available research on foreign language learning skills proficiency as a consequence of immersion in the country whose language the student is pursuing suggests the following:

- (1) Almost all students feel that they have a better knowledge and fluency in the foreign language.
- (2) The Modern Foreign Language Aptitude tests suggests a somewhat higher level of foreign language growth for students participating in overseas tours, work or study programs.
- (3) The results of Modern Foreign Language Skill Tests indicate that high and significant gains in the listening skills in the particular foreign language do occur as a result of touring, working or studying abroad.
- (4) There are no significant differences for language growth between male or female participants.
- (5) College student participants in this type of program are largely representatives of the upper twenty-five per cent of their respective classes in language learning ability.
- (6) Modern Foreign Language Aptitude Test scores are highly

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<sup>85</sup>Carroll, op. cit.

significantly correlated with College Entrance Examination Board mathematics scores in predicting foreign language achievement.

- (7) The amount of foreign language study prior to participation in foreign language study abroad program has a high relationship to the student's foreign language achievement.
- (8) It appears that intensive, in-depth foreign language study prior to a tour, work or study abroad contributes in a substantial manner to foreign language fluency.

Studies Investigating Attitudinal Change  
and Cross-Cultural Experiences

There appears to be voluminous research examining the impact of short-term and long-term visitations to the United States on foreign students.<sup>86</sup> Much of this research was conducted in the 1950's and in the early 1960's. Beginning in the late 1950's and continuing through the present, the direction for American research efforts in international education turned toward the American student abroad.<sup>87</sup>

The literature on attitudinal change and cross-cultural experience suggests that it may be categorized into three major areas: (1) The

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<sup>86</sup>Correspondence, March 5, 1969, Kelman, Herbert C., Department of Psychology, University of Michigan, Ann Arbor, Michigan.

<sup>87</sup>Cormack, Margaret L., "An Evaluation of Research on Educational Exchange," Bureau of Educational and Cultural Affairs, (Washington, D.C.: Department of State, August, 1962).

American student abroad; (2) The foreign student in the United States, and (3) Fulbright professors abroad. Further, within these broad categories there are suggested commonalities of backgrounds and experiences of the participants in cross-cultural programs that are similar.

### Foreign Students in the United States

The initial cultural shock for those entering a culture different from their own may be substantial.<sup>88</sup> The degree of difficulty experienced in cultural shock is directly related to the cultural dissimilarity between the home and host country. This has been suggested by a number of researchers.<sup>89</sup> Additional consideration on initial cultural shock is suggested by Professor Nagai.<sup>90</sup> and Lambert and Bressler<sup>91</sup> as being related to the national feelings of the host country toward the homeland of the visitor. This feeling appears to be particularly pronounced among students from non-Western nations such as Japan and India. It is also suggested that cultural shock may be related to the fact that Europeans have often had previous experience away from home whereas students from the non-Western world are away from home for the first occasion upon

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<sup>88</sup>Nine, Carmen Judith, "Experiences In Culture Shock," The Modern Language Journal, Vol. I, No. 2, (Milwaukee, Wisconsin: University of Wisconsin, February, 1967).

<sup>89</sup>Selltiz, op. cit.

<sup>90</sup>Nagai, Michio, "Learning From Outside Cultures," Council on Student Travel Publication, No. 6, New York, New York.

<sup>91</sup>Lambert, Richard D. and Bressler, Marvin, Indian Students On An American Campus, (Minneapolis: University of Minnesota Press, 1956).

their visit to the United States.<sup>92</sup> Also, Americans representing the host country more readily enter into social interactions with an Englishman or Scandinavian as contrasted to a Ghanian, Japanese or Iraqi.<sup>93</sup> This ready acceptance of Western world representatives is understandable as customs, diet, clothing and appearance are more nearly identical to the United States than those characteristics and traits possessed by representatives of the non-Western world.

The literature on cross-cultural experiences suggests that ready acceptance into a new culture is more pronounced upon the young.<sup>95</sup> The college-age students in these studies representing Austria, Germany and the United States appeared to change their attitudes toward the host country more readily than the older participants. In addition, these changed attitudes continued more favorably toward the host country for six months following the return of the youthful participants to his home country.

The age factor's relationship toward promoting international

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<sup>92</sup>Selltiz, op. cit.

<sup>93</sup>Selltiz, op. cit.

<sup>94</sup>Watson, Jeanne and Lippit, Ronald, Learning Across Cultures: A Study of Germans Visiting America, Research Center for Group Dynamics Institute for Social Research, (Ann Arbor, Michigan: University of Michigan, 1955).

<sup>95</sup>Review of Evaluation Studies of the Educational and Cultural Exchange Program sponsored by the Department of State and Certain Research Staffs in the Foreign Service Posts, Bureau of Educational and Cultural Affairs, United States Department of State, Washington, D.C., 1951-1960.



understanding is commonly accepted among international educators. Gordon Scotney states in his report that all international educational programs on the elementary and secondary level are built upon his assumption.<sup>96</sup>

This possibility of age being a factor in attitudinal change is investigated, at length, by Bjerstedt.<sup>97</sup> He conducted a series of studies with children in international summer camps. The two hundred children in the study were approximately eleven years of age and represented sixteen countries. His main conclusion was that in reference to social structure all differences went in the direction towards lower segregation for this young age group.

The length of stay in the United States appears to have some impact upon the attitudes of the foreign visitors towards America, the host country.<sup>98</sup> A number of writers refer to the "U-Curve" in describing the stages of adjustment to the host country.<sup>99</sup> This reference suggests that in the early months of the visit, the foreign visitor's enthusiasm

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<sup>96</sup>Scotney, Gordon, Editor, "The Associated Schools Project at the Primary Level - Study of Other Countries and Other Cultures In Promoting Education for International Understanding," Publications on Education for International Understanding, Number 10, UNESCO Institute for Education, Hamburg.

<sup>97</sup>Bjerstedt, Ake, "Informational and Non-Informational Determinants of Nationality Stereotypes," The Journal of Social Issues, XVIII, No. 1, 1962, pp. 24-29.

<sup>98</sup>Selltiz, Claire and Cook, Stuart W., "Factors Influencing Attitudes of Foreign Students Toward the Host Country," Social Issues, XVIII, No. 1, 1962, pp. 7-23.

<sup>99</sup>Selltiz, op. cit.



for the United States is high. It appears that the introduction to America during the first stages of the visit results in many invitations to American homes and on-campus activities. These invitations tend to decline toward the fourth through the sixth month of the visit. The newness of America begins to wear off and the visitor's contacts with Americans becomes less. Thus, the foreign visitor begins to view America in a different perspective.<sup>100</sup> His adjustment begins an upward swing from the base of the "U-Curve" as he enters the second year of his visit. This reference to the upward swing of the "U-Curve" refers to the foreign visitor's favorable attitude toward the host country.<sup>101</sup>

Coelho's studies on Indian students visiting and studying in this nation tend for the most part to support the aforementioned research. However, Indian students who had been in the United States three or four years, never did return to their initial high degree of enthusiasm for America.<sup>102</sup>

Few studies have been completed on the stability of attitudinal change upon the foreign visitors once they have returned home. Some attempts have been made to measure ethnocentrism and authoritarianism at the outset of the visit to the United States.<sup>103</sup> The same students, for

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<sup>100</sup>Sewell, William H. and Davidsen, Oluf M., Scandinavian Students On An American Campus, (Minneapolis: University of Minnesota Press, 1961).

<sup>101</sup>Lysgaard, Sverre, Adjustment In A Foreign Society: Norwegian Fulbright Grantees Visiting the United States, International Social Science Bulletin, No. 7, 1955, pp. 45-71.

<sup>102</sup>Coelho, George V., Changing Images of America: A Study of Indian Student's Perceptions, (Glencoe, Illinois: Free Press, 1958).

the most part, were tested several months after they had returned to their homeland. The test results tended to indicate an inclination to accept the national attitude toward America. Another study involving Belgians attempting to measure the lasting effects of attitudinal change indicated that those who have recently returned to their homeland have a more favorable attitude toward America.<sup>104</sup> The Riegel study went further in contrasting newly returned visitors to the homeland with those returnees who had been at home for six months or longer. Riegel discovered that the recent returnees had a much more favorable attitude toward the United States, the country of their visitation.

Attitudes of the foreign visitors may be affected by the number of social contacts with representatives of the host country. This possibility is suggested by a study comparing social distance attitudes in the United States and Mexico.<sup>105</sup> Gullahorn and Loomis administered the Borgadus Social Distance Scale for five adult population groups representing over twenty-five hundred people from the two countries. They discovered impressive differences in attitudes toward the neighboring nation by those respondents who had personal contact with members of the neighboring nation. Also, exposure to the media of the neighboring

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<sup>103</sup>Watson and Lippit, op. cit.

<sup>104</sup>Riegel, O.W., "Residual Effects of Exchange of Persons," Public Opinion Quarterly, No. 17, 1953, pp. 319-327.

<sup>105</sup>Gullahorn, Jeanne E. and Loomis, Charles P., A Comparison of Social Distance Attitudes in the United States and Mexico, Social Science Institute, (St. Louis, Missouri, Washington University, 1966).

nation such as films and books resulted in more positive attitudes. They ended their study on an optimistic note suggesting the greatest impact on attitudes towards others can be expected from actual social contact.

A study attempting to relate frequency of association with Americans and a favorable view toward America was conducted at the University of Florida.<sup>106</sup> This study, involving approximately one hundred and twenty foreign students, utilized the Borgadus Social Distance Scale and a questionnaire. The study reaffirms the Gullahorn and Loomis findings that frequent contact with Americans does tend to create a more positive view toward America. Similar findings are recorded by Selltitz<sup>107</sup> and Morris<sup>108</sup> which indicate that the frequency of contact with Americans, contact with the American way of life and establishing a firm friendship with an American suggests that the foreign visitor may develop a more positive attitude toward America. Pool's studies<sup>109</sup> on the effects of cross-national contact hints at the aforementioned findings. However, his conclusions do not emphasize that frequency of contact among

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<sup>106</sup>Bevensee, Fred, Cridder, Don R. and Hamby, James E., "Attitudes and Adjustments of Foreign Students," M.A. Thesis Project, Department of Sociology, (Gainesville, Florida: University of Florida, June, 1967).

<sup>107</sup>Selltitz, op. cit.

<sup>108</sup>Morris, R.T., The Two Way Mirror: National Status In Foreign Students' Adjustment, (Minneapolis: University of Minnesota Press, 1960).

<sup>109</sup>Pool, Ethiel deSola, "Effects of Cross-National Contact On National and International Images," *International Behavior*, (New York: Holt, Rinehart and Winston, 1965), pp. 106-126.

visitor and native will result in the visitor's more positive attitude toward the host country.

An additional study suggests, somewhat more emphatically than the aforementioned researchers, that the establishment of a firm friendship between the student visitor and a student from the host country will result in a positive attitude toward the host country on the part of the student visitor.<sup>110</sup> This finding is hinted at in the studies conducted on social interaction. However, in the Kiel study involving one hundred Indian students studying at various colleges in the United States, their adjustment and attitude was directly related to the formation of firm friendships. Eighty-nine per cent of the Indian students who expressed a favorable attitude toward the United States had developed at least one firm friendship with an American student. In addition, an equally high percentage of the Indian students reported no adjustment problems to the American culture if they had established one firm American student friendship.<sup>111</sup>

There has been some reference to the foreign student's command of English in the research on international education.<sup>112</sup> In this study, the Scandinavian students who possessed greater proficiency with the

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<sup>110</sup>Kiel, Norman, "Attitudes of Foreign Students," *Journal of Higher Education*, Vol. 22, No. 4, April, 1951, pp. 188-194.

<sup>111</sup>Kiel, op. cit.

<sup>112</sup>Sewell, William H. and Davidsen, Oluf M., "The Adjustment of Scandinavian Students," *Journal of Social Issues*, Vol. 12, No. 1, 1956, pp. 9-19.



English language reported fewer adjustment problems. They also reported more social contacts with Americans and formed more friendships than did those Scandinavian students with reported low English language ability. This same concept of attempting to relate English language proficiency is hinted at in the work of Selltitz<sup>113</sup> and others but their findings are not stated as emphatically as in the Sewell and Davidsen investigation.

#### Summary

- (1) Entry into a foreign culture may result in cultural shock which may have an impact upon the foreign student's early days of adjustment.
- (2) Cultural shock may be more severe for the foreign student if the host country's culture is substantially different from his own.
- (3) The age of the foreign student visiting abroad may have some significance upon attitudinal change toward the host country or his own.
- (4) The length of the foreign visitors stay in the United States appears to have some relevance for affecting attitudinal change toward the host country and his own.
- (5) The literature suggests that once the foreign student has returned home, his attitude toward the host country begins to undergo change.

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<sup>113</sup>Selltitz, op. cit.



- (6) It appears that frequent social contacts with American students for the foreign student results in a more favorable attitude toward the host country, America.
- (7) The research suggests that the formation of a firm friendship with an American student for the foreign student results in a more favorable attitude toward America on the part of the foreign student.
- (8) It appears that the better the command of the English language for the foreign student, the easier will be his adjustment to the host country.
- (9) Some evidence suggests that high English proficiency for foreign students enables them to form friendships with American students more easily.

Studies Examining the Impact of Cross-Cultural Experiences  
on American College Students and Professors Abroad

A recent study conducted at Indiana University by Dr. Burnham, investigated the attitudinal changes of twenty-five Indiana University students who had completed at least one academic semester abroad.<sup>114</sup> The students were not tested prior to their undertaking the academic semester overseas. Upon their return they were questioned, through the personal interview method, and, in addition, completed a ten item

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<sup>114</sup>Burnham, Walter E., Trendler, Carl A. and Harris, Douglas, Impact of Foreign Study on American Students, (Indiana University, May, 1966), pp. 1-16.

questionnaire.

The results of the Burnham study indicated that the singly most important need as identified by the students was for better preparation in the foreign language. It should be noted that all students had a reading and speaking knowledge of the language of the host country. A major criticism by all the students as stated in this study was a need for a more comprehensive orientation program prior to participation in an overseas educational program.<sup>115</sup>

It should be stated at this juncture that the prior findings in the Burnham work are in direct contrast to the reports on foreign students studying in America. Foreign students in this country indicate, for the most part, an indifference toward adequate or inadequate orientation programs. Also, the degree of fluency with English, as reported by the foreign student, is of no serious consequence relative to the success of the student's experiences in America.<sup>116</sup>

The McGuigan studies conducted on students from Hollins College who participated in the 'Junior Year Abroad' program are of significance.<sup>117</sup> His first attempt to measure the impact of an intercultural experience upon variegated personality traits was conducted during the academic years 1955-56 and 1956-57. The testing batteries administered by McGuigan

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<sup>115</sup>Burnham, Trendler and Harris, op. cit.

<sup>116</sup>Selltiz, op. cit.

<sup>117</sup>McGuigan, F.J., "Psychological Changes Related to Intercultural Experiences," *Psychological Reports*, Vol. 4, 1958, pp. 55-60.

in the 1955-56 sampling included the following: (1) The Study of Values, (2) The F Scale, (3) The Security-Insecurity Inventory, (4) The Borgadus Scale of Social Distance. The 1956-57 testing program included the following: (1) The E Scale, (2) The World-mindedness Scale, (3) The Phillips Attitude Toward Self and Others Questionnaire, (4) The adjustment Inventory, (5) The Personality Inventory, (6) The Study of Values, (7) The Borgadus Scale of Social Distance.<sup>118</sup> The comprehensiveness of this testing program was laudable. The students in the program were administered these tests in January, June and the following February. This was an attempt to determine any attitudinal change at the mid-point of the overseas experience and at the conclusion of the Hollins 'year abroad.' It should be pointed out that the Hollins 'year abroad' program begins in January and concludes thirteen months later in February.

The results of these testing programs suggested that personality is not affected as a result of a cross-cultural experience.<sup>119</sup> The study does suggest that living and studying abroad tends to increase a college student's social values. In addition, there appears to be a tendency toward more submissive social adjustment.

McGuigan pursued this issue of attempting to identify the impact of a cross-cultural experience upon various personality traits in the academic year 1957-58.<sup>120</sup> He, once again, examined the participants in

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<sup>118</sup>McGuigan, op. cit.

<sup>119</sup>McGuigan, op. cit.

<sup>120</sup>McGuigan, op. cit.

the Hollins 'year abroad' program. During this academic year, there were thirty-one females who studied for one year at either the Sorbonne or the British Institute, both located in Paris, France. A control group consisting of one hundred and forty-eight students remained at home continuing their studies at Hollins College.

The students going to France were tested prior to their departure. They were tested at the mid-point of their overseas experience and again at the conclusion. Those students remaining at home were administered the identical tests at identical time intervals.

The objective tests which were administered are as follows:

- (1) The Borgadus Social and Personal Distance Scale (extensive revision, unpublished); (2) The Xenophile Scale; (3) The Authoritarian Scale;
- (4) The Scale of Hostile Feelings Toward Typical Americans; (5) The Social Opinions Inventory; and the Navian Dependency Scale.<sup>121</sup>

The analyses of the data contrasting the results of the psychological tests administered to the students who remained at home to those students who studied in Paris France, for one year suggests the following:

- (1) A decrease in Ethnic Distance for the students who studied abroad;
- (2) A Consistent increase of xenophillic tendencies for those students who studied abroad; (3) An inclination towards the development of hostile feelings toward Americans for those students who studied abroad; (4) and

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<sup>120</sup>McGuigan, F.J., "Further Study of Psychological Changes Related to Intercultural Experiences," *Psychological Reports*, Vol. 5, pp. 244-248.

<sup>121</sup>McGuigan, op. cit.



a suggestion of less independency for those students who studied abroad.<sup>122</sup>

Similar findings on the increase on xenophillic tendencies on the part of the American college students studying and traveling abroad are reported by Ithiel deSola Pool.<sup>123</sup> College students returning from a summer of traveling or studying abroad were interviewed by Pool while on board ship. He discovered that the xenophile was apt to relate more closely to the foreign culture and the people in contrast to the ethnocentric. In addition, he discovered the xenophile more frequently writes to his overseas friends and acquaintances than does the ethnocentric.<sup>124</sup>

This distinction relative to a preference for things foreign is the result of Howard Perlmutter's investigations.<sup>125</sup> Simply stated, he identifies those who have strong emotional ties with an out-group as possessing xenophillic tendencies.<sup>126</sup> Thus, it should be noted that both investigators, McGuigan and Pool, report an increase in xenophillic tendencies toward the host country as an observable change in social attitude.

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<sup>122</sup>McGuigan, op. cit.

<sup>123</sup>Pool, Ithiel deSola, The Prediction of Attitudes of Foreign Travelers, Center for International Studies, (Cambridge, Massachusetts: Massachusetts Institute of Technology, 1957).

<sup>124</sup>Pool, Ithiel deSola, "What American Travelers Learn," The Antioch Review, Winter, 1958, pp. 431-446.

<sup>125</sup>Perlmutter, Howard V., "Some Characteristic of the Xenophillic Personality," The Journal of Psychology, Vol. 38, 1954, pp. 291-300.

<sup>126</sup>Perlmutter, op. cit.



A comprehensive investigation of American college students studying for one academic year, 1954-55, in France, was conducted by John and Jean Gullahorn.<sup>127</sup> The aim of this study was twofold: (1) To attempt to identify an attitudinal change toward the host country, France, the home country, America and any change in career plans; (2) What impact, if any, do American college students have in changing the attitudes of Frenchmen toward America and Americans?

Six hundred American students participated in this study. Data was secured from two hundred participants by the personal interview method. The remaining four hundred students responded by questionnaire. The items included on the questionnaire and in the personal interview were identical.

The knowledge of the French language was considered by the majority of the American students as being the singly most significant criterion for a successful educational experience in France. Secondly, in this study was the establishment of friends among French students and French families. Thirdly, the American students considered their orientation programs to have been inadequate. Next, they experienced cultural shock which the American students identified as "Frenchmen being different." Fifthly, the students were of near unanimous opinion as to the great value of a cross-cultural experience. Finally, many of the American students indicated a desire to change occupational goals as an outcome of their

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<sup>127</sup>Gullahorn, Jeanne E. and Gullahorn, John T., American Students In France, The University of Kansas, January, 1965, pp. 1-26.

overseas experience.<sup>128</sup>

The attitudinal changes that were recorded in the Gullahorn and Gullahorn study on American students in France were as follows: (1) Students questioned many of their original attitudes toward America and France; (2) Students reported a higher degree of tolerance for foreigners; (3) Students indicated a higher degree of appreciation for the high standard of living in America; (4) Students reported a lessening of feelings of cultural inferiority; and, lastly, a perception as to what other countries have to offer America.<sup>129</sup>

Finally, this study also investigated the impact of American college students on French adults. The results as reported indicate that the French adults viewed American college students as surprisingly intelligent. French students, however, did not agree with the adult appraisal as they considered the American students as lacking culture and unwilling to apply their intelligence. The French adults, in general, reported a feeling of better understanding toward America which emanated from their contacts with American students. Finally, they emphasized the significant value of culture enterprises for the improvement of understanding between nations.<sup>130</sup>

A study conducted at Adelphi University covered the span of years

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<sup>128</sup>Gullahorn and Gullahorn, op. cit.

<sup>129</sup>Gullahorn and Gullahorn, op. cit.

<sup>130</sup>Gullahorn and Gullahorn, op. cit.

1957-61, and involved eighty-five students.<sup>131</sup> The Adelphi University foreign study and travel program consists of one summer followed by one semester abroad. The formal part of the program is the summer study conducted at an overseas university. The following semester the students embark upon a previously determined 'free period' of travel. The overseas program at Adelphi has two main goals: (1) The improvement of understanding human nature; (2) To attempt to inculcate into the minds of the students a better acceptance and understanding of cultural differences.<sup>132</sup>

The testing of the eighty-five students in Leonard's study reported that the C-R Opinionare was administered prior to their departure and immediately upon their return. According to Leonard, the C-R Opinionare has a high degree of validity in attitude testing. The test attempts to determine the premium that an individual places upon old values and new ones. The items include as issues capital punishment, cremation, racism, ethnocentrism, innovation and democracy.

The results of the Leonard study indicate the following: (1) Older students tended to change more than younger ones; (2) The religious background of the students in the study had no appreciable relationship to any change in values; (3) students possessing high intelligence quotients were more liberal at the outset of the program and recorded less

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<sup>131</sup>Leonard, Elizabeth W., "Attitude Change In A College Program of Foreign Study and Travel," Educational Record, Spring, 1964, pp. 173-181.

<sup>132</sup>Leonard, op. cit.

change toward a liberal direction; (4) No apparent association with the students socio-economic background was recorded. Finally, Leonard reported that if attitude change is to be a goal of a program, than it must be arranged as part of the student orientation to the nation that the student shall be visiting.<sup>133</sup>

Leonard indicated a greater change in conservative values toward liberal values on the part of older students. This change contrasted twenty-one year olds to eighteen and nineteen year olds. The age span of two years may or may not be of relevance.

Career goal change is further suggested by Dr. Gene Rich of the Springfield College, Springfield, Massachusetts, faculty as an outcome of a cross-cultural experience.<sup>134</sup> The Rich report of the year abroad seminar conducted in Edinburgh, Scotland, for Springfield College students contained none of the psychological testing as in the Gullahorns or Leonard works. However, for the twenty-one student participants attending the Springfield College social science seminar, eleven of the students indicated a change in career plans emanating from their overseas experience.<sup>135</sup>

An interesting study conducted by Randolph Major of the staff of The Experiment In International Living on alumni members suggests a

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<sup>133</sup>Leonard, op. cit.

<sup>134</sup>Rich, Gene, The First Springfield Seminar Abroad, 1965-66, Springfield College Report, 1967, Mimeo, pp. 1-42.

<sup>135</sup>Rich, op. cit.

similarity of reaction for Americans and foreigners who have had a cross-cultural experience.<sup>136</sup> Major examined three groups of American adults who had been participants in The Experiment In International Living's program in the years 1937, 1950 and 1962. He surveyed the participants on four points: (1) Internationally-oriented behavior; (2) Interest in the host country; (3) Current level of involvement in The Experiment's organization; (4) Personal contact with the Experiment's hosts or others met on the program.

On the items concerning interest in the host country and personal contact with The Experiment's hosts, the 1962 alumni group, which represented the youngest of the three alumni groups, had significantly greater contact with members of the host country. This same youthful group, 1962 alumni, had by far, greater, sustained interest in the host country.<sup>137</sup> It should be noted that in the Riegel study<sup>138</sup> on Belgians, who had experienced a year's stay or longer in this country, his findings on the permanence of attitudinal change toward the host country closely parallels Major's work on the three alumni groups.

Major, in an expansion of the original study, reported that the activities of The Experiment In International Living was considerably

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<sup>136</sup>Major, Randolph T., "Survey of Three Alumni Groups of The Experiment In International Living," Report I, June 2, 1964, Mimeo, pp. 1-11.

<sup>137</sup>Major, op. cit.

<sup>138</sup>Riegel, op. cit.



higher for the 1950 alumni group in contrast to the 1962 or 1937 alumni groups.<sup>139</sup> This similar finding is reinforced as a suggested outcome of an intercultural experience by Smith in his doctoral dissertation.<sup>140</sup> He reports that it appears that the full impact of a cross-cultural experience is not realized until one to three years following the experience. His measuring instrument was the application of the F Scale to college students who had recently been abroad. This same group, several years later, were administered, once again, the F Scale and the results indicated a lessening of the intensified feelings for America.<sup>141</sup> Thus, Smith's and Major's efforts appear to suggest that at least several years following the overseas experience is the beginning period for an attitudinal change toward the host country.

An exception is taken to the suggested findings of Major and Smith by the Gullahorns in their work entitled "An Extension of the U-Curve Hypothesis."<sup>142</sup> The Gullahorns suggest that the initial cultural shock of entering a new culture is followed by a similar un-

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<sup>139</sup>Major, Randolph T., "A Survey of Three Alumni Groups of The Experiment In International Living," Report II, June 26, 1964, Mimeo, pp. 1-5.

<sup>140</sup>Smith, Howard Persifer, "Changes In Attitude Resulting From Experiences In Foreign Countries," Doctoral Dissertation for Harvard University, 1954.

<sup>141</sup>Smith, op. cit.

<sup>142</sup>Gullahorn, Jeanne E. and Gullahorn, John T., "An Extension of The U-Curve Hypothesis," The Journal of Social Issues, Vol. XIX, No. 3, 1963, pp. 33-47.

settled period upon the return to one's home culture. Once the adjustment is made to the home culture, the Gullahorns suggest that attitudes thereafter remain unchanged.<sup>143</sup>

In an examination of fifty-six hundred Fulbright professors the Gullahorns reported findings, in some respects, similar to those reports developed on college age students.<sup>144</sup> They reported that the number of social contacts and the establishment of friends among members of the host country determined the attitude toward the host country. This finding is identical to the research reported on earlier for foreign students in the United States and for American students abroad.

One striking finding reported by the Gullahorns in their examination of the Fulbright professors reaction to their overseas experience was that the natural scientists, by far, felt that they engaged in meaningful and significant professional work in their overseas posts. Social scientists, on the contrary, reported frequent dissatisfaction with their overseas professional assignments. On the other hand, social scientists reported more social interaction with students than did the natural scientists.<sup>145</sup>

In an earlier study conducted by the Gullahorns on two hundred

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<sup>143</sup>Gullahorn and Gullahorn, op. cit.

<sup>144</sup>Gullahorn, Jeanne E. and Gullahorn, John T., "Visiting Fulbright Professors as Agents of Cross-Cultural Communication," *Sociology and Social Research*, Vol. 46, No. 3, April, 1962, pp. 1-12.

<sup>145</sup>Gullahorn and Gullahorn, op. cit.

and nineteen Senior Scholars, members of the Fulbright Grantee program, it was reported that the impact on fellow professionals in the host country was favorable. In addition, this favorable impression was of long, lasting duration. This positive contribution toward attitudinal change on the part of fellow professionals in the host country toward American scholars, the Gullahorns attribute to the privileged position of scholars in the host country.<sup>146</sup>

Finally, a recent study involving high school boys was completed by Edward M. Harris, administrator of the Schoolboys Abroad program.<sup>147</sup> This study was conducted on ninety-eight high school boys who had participated in a nine month Spanish language program conducted at Barcelona, Spain. The program was sponsored by Andover Academy, Exeter Academy and St. Paul's School. A questionnaire was designed to ascertain the importance the alumni gave to their high school year abroad. There was a return of sixty-two per cent of the questionnaires and not one of the responses contained a negativism. Sixty per cent of the students responding indicated that the year abroad influenced their career goals and had changed their vocational aims. The questionnaire contained many superlative-type descriptions of the experience. However, almost one hundred per cent responded positively to questions designed to determine the

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<sup>146</sup>Gullahorn and Gullahorn, op. cit.

<sup>147</sup>Harris, Edward M., "Schoolboys Abroad," February 17, 1969, Mimeo, pp. 1-5.

student's favorable attitude toward Spain, its people and culture.<sup>148</sup>

The study offered rather strong support for promoting foreign language study and cultural understanding of the country whose language the student is studying.

#### Summary

- (1) American college students visiting and traveling abroad consider language fluency and a comprehensive orientation program to be of high priority for facilitating a meaningful overseas experience.
- (2) American college students abroad consider frequent social interaction and the establishment of friendships with students of the host country as helpful toward developing a better understanding of the people of the host country.
- (3) Some research indicates that xenophillic tendencies possessed by American college students tend to intensify their identification with the host culture.
- (4) Some limited research suggests that overseas, year-long experiences for college females tend to lessen their independency.
- (5) American college students and high school students profess a career goal change as a consequence of a cross-cultural experience.

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<sup>148</sup>Harris, op. cit.

- (6) Some research suggests that attitudinal change resulting from an overseas experience may develop within one to three years following the experience.
- (7) American college and high school students are near unanimous in their praise of their overseas experience as being the most meaningful educational experience of their lives.



## CHAPTER III

## DESIGN AND METHODOLOGY

The design and methodology of this Chapter shall be sub-divided into three categories: (1) Description of the subjects, (2) Instruments employed, (3) Procedures.

Description of the Subjects

The seventy-five students in this study had selected one of three activities for the summer of 1967. Their choices for summertime endeavors were as follows: (1) Study the French language for a four week period at the University of Tours, Tours, France, (This program is an annual one arranged and administered jointly by the University of Hartford, Hartford, Connecticut, and the Avon High School, Avon, Connecticut), (2) Study the French language in a six weeks public high school summer program, (3) Utilize their summer vacation free from French language study and any academic pursuits. The students were members of the Avon High School, Avon, Connecticut, Conard High School and Hall High School, West Hartford, Connecticut.

The Experimental Group consisted of twenty-five public high school students who studied the French language at the University of Tours, Tours, France, for an intensive four week period. There were five boys and twenty girls in this Experimental Group. Each student had completed two years of French language study and had a "B" average for the two years of study. The mean chronological age of the students was 16.3..

Control Group I consisted of twenty-five public high school students who elected to study French for a six week period in a public high school summer program. There were fifteen boys and ten girls in this group. Each student had completed two years of high school French language study and had a "B" average for the two years of study. The mean chronological age for this group was 16.9.

Control Group II consisted of twenty-five public high school students who chose to be free of any French language study for the summer. There were thirteen boys and twelve girls in this group. Each student had completed two years of study in French language and had a "B" average for the two years of study. The mean chronological age for this group was 16.1.

#### Instruments Employed

All seventy-five students participated in a pretesting program which was conducted in June of 1967. The students were tested again at the conclusion of their 1967 summer programs. A listing of the measuring instruments and an accompanying statement relative to their significance to this study is as follows:

#### Modern Language Association - Cooperative Foreign Language Test in French

This test provides separate measures of listening, speaking, reading and writing levels of achievement. There are two equated forms for each test. These forms are identified as Form MA and Form MB.

These tests had particular significance for this study as they are designed to measure learning a language by the face-to-face method

TABLE 2  
MLA-COOPERATIVE FOREIGN LANGUAGE TEST  
FRENCH<sup>149</sup>

Test	Form	Items	Maximum Score	Time (Minutes)
Listening	MA, MB	40	40	Approx. 25
Speaking	MA, MB	38	82	Approx. 10
Reading	MA, MB	50	50	35
Writing	MA, MB	50	100	35

TABLE 3  
STATISTICAL CHARACTERISTICS OF THE MODERN  
FOREIGN LANGUAGE FRENCH TEST<sup>150</sup>

Test	Form	Mean	Standard Deviation	Reliability
Listening Test	MA	165	12	.87
Listening Test	MB			.88
Speaking Test	MA	157	11	.93
Speaking Test	MB			.93
Reading Test	MA	170	11	.87
Reading Test	MB			.91
Writing Test	MA	166	10	.94
Writing Test	MB			.94

<sup>149</sup>Handbook, Modern Language Association - Cooperative Foreign Language Tests, Educational Testing Service, Cooperative Test Division, Princeton, New Jersey, 1965.

<sup>150</sup>Handbook, Modern Language Association - Cooperative Foreign Language Tests, op. cit.

of communication. A second objective of these tests is to measure the students' achievement in reading and writing skills of the foreign language.<sup>151</sup> These two objectives of the testing program were the identical aims of the summer French study abroad program and for the French summer school program conducted at home. Thus, in addition to the popular, nation-wide usage of these tests as measuring instruments, the objectives of the design were congruent with the objectives of the two French language learning programs.

#### Two Factor Index Social Position

This measuring instrument was selected for its quickness in application and reliability in stratifying a population under study. In addition, there is contained in this instrument an assumption that occupation and level of education have different values associated with them by society. Also, level of education and occupation reflect, it is believed, similar cultural tastes, social behavior and attitudes.<sup>152</sup> The assumption relative to social behavior and estimated class behavior has been validated by the use of factor analysis.<sup>153</sup> The measure has been previously utilized in large scale surveys in Connecticut and has proved

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<sup>151</sup>Booklet on Norms, Modern Language Association - Cooperative Foreign Language Tests, Educational Testing Service, Cooperative Test Division, Princeton, New Jersey, 1965.

<sup>152</sup>Hollingshead, August B., "Two Factor Index of Social Position," Yale Station, New Haven, Connecticut, 1965, Mimeo, pp. 2-11.

<sup>153</sup>Hollingshead, August B. and Redlich, Frederick G. Social Class and Mental Illness, (New York: John Wiley and Sons, 1958), pp. 394-407.

a useful predictor of behavior.<sup>154</sup>

The purpose of including this instrument to ascertain a student's social status was multifold: (1) To identify the social status of all students so as to determine whether or not the three groups were similar in social status, (2) To determine if a student's social status had any relationship to French language learning achievement in an experimental situation or in the traditional setting, (3) To determine if a student's social status has any bearing upon his attitude towards the culture of his homeland or host country, (4) To determine if there is a relationship between a student's social status and attitudinal change toward the host country or home country following a cross-cultural experience, (5) To determine if there exists a relationship among foreign language learning achievement, attitude change, personality and social status for those students participating in a cross-cultural, language learning experience.

#### Lorge-Thorndike Intelligence Test

All students in this program had been administered Form A, Level 5 of the Lorge-Thorndike Intelligence Test as part of the testing program at their respective high schools (Avon High School, Avon, Connecticut, Conard High School, West Hartford, Connecticut, and Hall High School, West Hartford, Connecticut).

This intelligence test measures the ability to work with ideas

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<sup>154</sup>Klein, Edward R. and Gould, L.J., Evaluation of the Yale Summer High School: Report of the Director, New Haven, 1965.



and the relationships among ideas.<sup>155</sup> The test is divided into two sections, verbal and non-verbal. The verbal sub-tests include word knowledge, sentence completion, verbal classification, verbal analogies and arithmetic reasoning. The non-verbal sub-tests include pictorial, diagrammatic and numerical items. The testing time for the two sections is eighty minutes. A feature of the Lorge-Thorndike Intelligence Tests is that reliability data has been computed on both forms of the test and on all items. The standard deviation for the Form A, Level 5 Lorge-Thorndike Intelligence Test is 11.46 for the verbal and 11.16 for the non-verbal.<sup>156</sup> The mean score on the Form A level of this test is 43.67 for the verbal section and a mean score of 41.89 for the non-verbal section.

#### Semantic Differential Scale

All subjects were administered a Semantic Differential Scale in June of 1967, and again at the conclusion of their summer program.. This measuring device was selected to ascertain the student's attitudes towards the members of their homeland and of the host country, France. The typical American and typical Frenchmen items are the same and were selected as critical adjectives based on the work of Osgood, Suci and

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<sup>155</sup>Lorge, Irving and Thorndike, Robert L., The Lorge-Thorndike Intelligence Tests, (Cambridge: Houghton Mifflin Company, The Riverside Press, 1954).

<sup>156</sup>Lorge and Thorndike, op. cit.

Tannenbaum and the results of a program in compensatory education in New Haven.<sup>157</sup> The standard Likert type scale of one to seven was utilized to determine degrees of intensity toward a single national trait.<sup>158</sup>

This scale was selected for its versatility and the fact that it is the most popular cross-cultural attitudinal measurement used by American social scientists. Its reliability is reported to be .91 by Tannenbaum and its validity as a measure of ethnocentrism has been ascertained in discriminating high from low ethnocentric attitudes. In addition, the Semantic Differential measure can predict ethnocentrism independent from the E Scale (the major device for classifying ethnocentric attitudes). Finally, the Semantic Differential Scale measures as effectively as the more traditional Thurstone and Guttman Scales and the literature suggests that it is an easy scale to administer, score and provides a general evaluation continuum.<sup>159</sup>

#### Traditional Family Ideology Scale

This scale provides measures on the role and status perceptions in the family by determining one's attitudes towards parent-child, husband-wife and general male-female relationships. Levinson and Huffman report that the Traditional Family Ideology factors of moralistic rejection of impulse life, authoritarian submission to ingroup morality, rigid

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<sup>157</sup>Klein and Gould, op. cit.

<sup>158</sup>Osgood, Charles E., Suci, George J. and Tannenbaum, Percy H., The Measurement of Meaning, (Urbana: University of Illinois Press, 1957).

<sup>159</sup>Osgood, Suci and Tannenbaum, op. cit.

adherence to conventional values, extreme emphasis on discipline and punitiveness and dichotomization of sex roles stressing exaggerated masculinity and femininity are related to a power authority orientation. In addition, the authors report a significant association with measures of authoritarianism, ethnocentrism and religious conventionalism.<sup>160</sup>

The scale contains forty items and was standardized on one hundred and nine members of psychology courses at Western Reserve University. The score for the original forty item scale ranges from a low of ten to a high of seventy. The mean score for the original sample was 33.3 and the SD was 7.8.<sup>161</sup> What is novel about the use of the Traditional Family Ideology Scale in the present study is the application of it to both French and American culture.

#### Alienation Scale

The Manifest Alienation Measure was administered to all students as it is considered to be a useful predictor of behavior and perceptions. The twenty items contained in the scale attempt to measure a general or "core" attitudinal-affective syndrome made up of five elements: (1) pessimism; (2) distrust; (3) apathy; (4) cynicism; (5) emotional distance.

The scale is administered to subjects in a Likert format. The range of scores is from twenty to one hundred and forty. Since the

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<sup>160</sup>Levinson, Daniel J. and Huffman, Phyllis E., Traditional Family Ideology and Its Relation to Personality, Journal of Personality, Vol. 22, 1953, pp. 101-117.

<sup>161</sup>Levinson and Huffman, op. cit.

twenty items are rated from one, for a strongly disagree response, to a seven for a strongly agree response. A 'no' answer is rated as a four.<sup>162</sup>

"The 'split-half' reliability of the Manifest Alienation Measure based on a sample of four hundred and twenty-nine male undergraduates was .86 when corrected for attenuation."<sup>163</sup>

Alienation is used in this investigation since it has been shown to relate to attitudes and attitude change about our own and other cultures and may be correlated with academic performance for students of the same age as in the present study.

#### Social Desirability Scale

This scale is conceptualized as a measure of the "need for approval" through the denial of pathology. The scale contains eighteen items, nine keyed true and nine false. The respondent records a true or false response to each item which indicates that the item as applied to himself is true or mostly true, or false or not usually true.<sup>164</sup> This scale was developed by Edwards based on work with the Minnesota Multi-Phasic Inventory to distinguish patients from normal subjects.

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<sup>162</sup>Gould L.J., "The Alienation Syndrome: Psycho-Social Correlates and Behavioral Consequences," Doctoral Dissertation, University of Connecticut, Ann Arbor, Michigan, University Microfilms, 1964, Number 66-848.

<sup>163</sup>Gould, L.J. and Klein, Edward B. "Alienation in White and Negro Underprivileged Youth," City College of the City University of New York, and Yale University (In Press), pp. 1-47.

<sup>164</sup>Solomon, L.F. and Klein, Edward B., "The Relationship Between Agreeing Response Set and Social Desirability," Journal of Abnormal and Social Psychology, Vol. 66, 1963, pp. 176-179.

The scale has been administered to the student participants in the Yale Summer High School program for the years 1965, 1966 and 1967. The findings indicate a close relationship with other personality-type scales that possess high potential for predicting performance.<sup>165</sup> Since the social desirability scale appears to relate to performance for students of similar age at the Yale Summer High School program, it may also predict achievement in this present study.

#### Self-Concept Scales

The Achenbach and Zigler Self-Concept Scales were selected for this investigation as measures of ideal and actual self-concept. In addition, the discrepancy scores between these self-concepts are critical measures. The scales are administered in both a Likert and yes-no formats.<sup>166</sup> The literature suggests that there exists a relationship between negative self-concept and poor academic achievement and alienation.<sup>167</sup> In addition, subjects who have a large discrepancy score between ideal and actual self-concept tend to perform well on standard achievement tests and intellectual measures. The expectation was that self-concepts and discrepancy scores associated with them would relate

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<sup>165</sup>Gould and Klein, "Alienation in White and Negro Underprivileged Youth," pp. 1-47, op. cit.

<sup>166</sup>Achenbach, T. and Zigler, E., "Social Competence and Self-Image Disparity in Psychiatric and Non-Psychiatric Patients," Journal of Abnormal and Social Psychology, Vol. 67, 1963, pp. 197-205.

<sup>167</sup>Gould and Klein, "Alienation in White and Negro Underprivileged Youth," pp. 1-47, op. cit.



to student achievement in the present study.

#### Knowledge of French Current Affairs Questionnaire

A fifteen item questionnaire measuring knowledge of French current events and culture was administered to all of the students. The questionnaire was designed by this writer and Dr. Edward B. Klein, Social Psychologist, Yale University, New Haven, Connecticut. The questionnaire is exploratory in nature and has not been standardized on any sample population, nor have any norms been developed. Rather the intent of the questionnaire was to seek information relative to student's knowledge of French current affairs and an indication of their understandings of French culture. Though this is a novel measure, designed for the present study, the expectation was that it would relate to other attitudes about France and any attitude change occurring due to exposure to French culture. A copy of the test is included in the Appendix.

#### Essays and Daily Logs

The literature on cross-cultural education abounds with subjective recapitulations of students' impressions of their overseas experiences. This technique was, therefore, included in this study as an attempt to determine the differences between the Experimental Group's expectations for their overseas experience in Tours, France, and their actual experiences. In addition, students were encouraged to maintain daily logs of their activities during their program in Tours, France.

The literature on international educational as identified in

Chapters I and II of this investigation indicates that favorable attitudes towards a host country may be profoundly affected by the following:

- (1) The establishment of friendships with natives of the host country,
  - (2) The visitor's proficiency with the host country's language, and (3)
- The degree and amount of social interaction with members of the host country.

Thus, the essays and the daily logs are included as an attempt to determine the frequency of social interaction, formation of friendships and the degree of usage of the French language. In the present study a sub-analysis of those students having developed a significant relationship with one or more French nationals will be carried out to test the above assertions. Copies of the form for the essays and a representative illustration of a page of the daily log is included in the Appendix.

### Procedures

Every student in this study completed all of the aforementioned scales and tests. The Experimental Group, in addition, wrote essays relative to their expectations for their overseas experience prior to departure. They contrasted their expectations to their actual experiences by writing an essay on their last day in France. Daily logs were maintained by the twenty-five members of the Experimental Group during their overseas program.

The pretesting program was administered during the first two weeks of June, 1967, and the post testing was administered according to

the following schedule:

Experimental Group	-	August 3, 1967
Control Group I	-	August 11, 1967
Control Group II	-	August 18, 1967

#### Statistical Procedures

Following the coding and tabulation of the data, it was key punched on I.B.M. cards. Pearson Product Moment Correlations were computed for all measures. This statistical technique was utilized to determine the magnitude of relationships between the various background, achievement, attitude and personality measures.

Next, an analysis of variance was utilized to determine whether the groups were similar at the beginning of the program. That is, was the sample of students in the three conditions matched (equal) with regard to background, French language achievement, attitude and personality factors.

Since the central issue in this study is the effectiveness of the French language study program, it is critical to measure the changes occurring in all three groups, of students. Therefore, if there are no initial differences, in the three groups of analysis of variance on post-tests will be utilized. If there are initial differences an analysis of variance difference scores will be computed.

Finally, for the experimental sample only, friendship patterns will be investigated to detect the degree to which friendship influences change in attitude and French language achievement scores.

SUMMARIZATION OF THE INSTRUMENTS UTILIZED IN THIS STUDY

<u>Samples</u>	<u>French Language Study Program</u>	<u>Background Data</u>	<u>Modern Foreign Language French Test - Pre-Post</u>	<u>Attitude Scales Pre-Post</u>	<u>Personality Scales Pre-Post</u>	<u>Questionnaire Pre-Post</u>	<u>Essays Pre-Post</u>	<u>Logs</u>
Experimental Group	University of Tours Tours, France	Two Factor Index of Social Position Age Intelligence Quotient Average Grade in French Sex	Reading Writing Speaking Listening	Semantic Differential Scale Traditional Family Ideology Scale	Alienation Scale Self-Concept Scale Social Desirability Scale	French Knowledge of Current Events and Culture	<u>Pre</u> Expectations for Overseas Experience  <u>Post</u> Contrast Actual Overseas Experience to Expectations	Daily records of the utilization of their time were maintained during the overseas experience
Control Group I	Conard High School West Hartford, Connecticut	Two Factor Index of Social Position Age Intelligence Quotient Average Grade in French Sex	Reading Writing Speaking Listening	Semantic Differential Scale Traditional Family Ideology Scale	Alienation Scale Self-Concept Scale Social Desirability Scale	French Knowledge of Current Events and Culture	NOT APPLICABLE	NOT APPLICABLE
Control Group II	None	Two Factor Index of Social Position Age Intelligence Quotient Average Grade in French Sex	Reading Writing Speaking Listening	Semantic Differential Scale Traditional Family Ideology Scale	Alienation Scale Self-Concept Scale Social Desirability Scale	French Knowledge of Current Events and Culture	NOT APPLICABLE	NOT APPLICABLE

## CHAPTER IV

## INTERPRETATION OF THE DATA

One-way analyses of variances were carried out on all of the thirty-seven pretest measures for the purposes of estimating the comparability of the three samples on their level of scholastic ability (Intelligence Quotient), French language achievement, attitudes, personality and background factors.

The data contained in Table 4 indicates that the three student groups were not equal initially. Ten of the thirty-six variables lead to significant differences among the groups. The results reported in Table 4 demonstrate that the Experimental Group that studied in France had a more positive attitude towards the "average French high school student." This Experimental Group also had significantly higher French language achievement scores on all of the measures utilized in the language testing program. This group contained more girls than the other two groups.

Control Group I, that did not participate in any French language or cultural pursuits during the summer of 1967, was more knowledgeable about French current events and culture as measured by the French Knowledge and Culture test.

Control Group II, that attended the Conard High School summer session, had the least favorable attitude toward the "average French high school student" (Semantic Differential Scale on "average French high school student"); the poorest Ideal Self-Concept; displayed the greatest



TABLE 4

SUMMARY OF RESULTS OF ANALYSES OF VARIANCE OF EXPERIMENTAL AND  
CONTROL GROUPS FOR DISTINGUISHING VARIABLES ON PRETEST

Variable	GROUP						F	df	p
	Experimental		Control I		Control II				
Attitude	M	SD	M	SD	M	SD			
Sem. Diff. (French)	120.04	14.54	113.12	14.81	108.32	14.34	4.09	2/72	<.05
T.F.I. Amer. (P/C)	25.24	7.22	23.20	6.44	28.96	10.35	3.18	2/72	<.05
Personality									
Self-Con. Ideal (T-F)	19.16	1.75	19.24	1.16	17.24	4.72	3.60	2/72	<.05
Alienation	70.88	15.05	67.24	11.62	79.32	16.80	4.47	2/72	<.05
Aptitude & Achievement									
MLA Fr. Read.	170.36	12.29	154.48	12.66	153.96	7.25	17.91	2/72	<.001
MLA Fr. Writing	169.08	12.40	157.20	11.77	143.32	6.23	37.68	2/72	<.001
MLA Fr. Speak.	176.80	4.91	164.64	10.47	157.40	10.53	29.47	2/72	<.001
MLA Fr. Listen.	170.20	11.16	151.44	10.78	150.44	6.51	32.82	2/72	<.001
French Knowledge	7.84	3.58	10.36	3.04	7.76	4.11	4.22	2/72	<.001
Background									
Sex	1.80	0.41	1.48	0.51	1.44	0.51	4.27	2/72	<.05

alienation; and endorsed the American Traditional Family Ideology subscale with regard to parents dominating children.

In terms of French language achievement scores, the Experimental Group was significantly highest, Control Group I tended to be in the middle and Control Group II had the poorest achievement level.

In order to estimate the effect of the various activities on the three groups, (Experimental Group, Control Group I and Control Group II), one-way analyses of variance was carried out on all of the thirty-three variables included in the post-test. Table 5 reports a summary of the results of these analyses of variance for those variables that distinguish significantly among the three groups.

The data contained in Table 5 indicates that the Experimental Group, that studied in France, was significantly higher than the two control groups with regard to all the French language achievement tests (reading, writing, speaking and listening).

Control Group I, that remained at home and did not study the French language, differed significantly in regard to the Traditional Family Ideology, Factor I (Conventionalism) and Factor IV (Extreme Emphasis on Discipline) on American culture and Factor V (Moral Rejection of Impulse Life) on French culture. In essence, this group viewed American family relationship as involving less rigid adherence to conventional values and less extreme emphasis on discipline and punitiveness in relationships within the home. In addition, Control Group I also viewed the French family as placing less emphasis upon discipline and

TABLE 5

SUMMARY OF RESULTS OF ANALYSES OF VARIANCE OF EXPERIMENTAL AND  
CONTROL GROUPS FOR DISTINGUISHING VARIABLES ON POST-TEST

Variable	GROUP							p	
	Experimental		Control I		Control II		F		df
	M	SD	M	SD	M	SD			
Attitude									
T.F.I. Amer. Total	224.60	30.01	217.00	41.73	255.96	38.77	7.72	2/72	<.01
T.F.I. Amer. (P/C)	25.80	7.70	22.68	8.19	29.80	7.93	5.04	2/72	<.01
T.F.I. Amer. Factor I	22.52	6.68	19.96	5.54	26.16	5.90	6.61	2/72	<.01
T.F.I. Amer. Factor IV	11.92	3.74	9.60	3.91	13.12	3.47	5.82	2/72	<.01
T.F.I. Fr. Total	231.92	36.13	236.36	42.27	267.16	36.16	6.52	2/72	<.01
T.F.I. Fr. (P/C)	28.56	7.88	27.16	8.22	32.68	6.77	3.52	2/72	<.05
T.F.I. Fr. Factor I	22.16	6.98	21.76	7.08	27.76	6.11	6.20	2/72	<.01
T.F.I. Fr. Factor IV	13.08	4.12	11.28	3.97	14.84	4.57	4.43	2/72	<.05
T.F.I. Fr. Factor V	18.28	7.62	20.80	7.91	26.76	6.13	9.00	2/72	<.001
Personality									
Self-Con. Ideal (Lik.)	125.08	12.51	124.00	13.99	102.08	26.57	11.94	2/72	<.001
Self-Con. Actual (T-F)	14.56	3.45	15.52	3.15	12.72	3.80	4.18	2/72	<.05
Self-Con. Ideal (Lik.)	19.04	1.62	18.76	2.24	13.84	5.86	15.26	2/72	<.001
Alienation	68.36	17.01	68.64	12.95	89.28	20.63	12.23	2/72	<.001
Aptitude & Achievement									
MLA Fr. Read.	170.84	10.37	151.48	11.21	156.04	6.45	27.77	2/72	<.001
MLA Fr. Writing	172.00	9.70	152.48	10.46	145.48	7.02	56.01	2/72	<.001
MLA Fr. Speak.	169.88	7.29	165.04	9.31	163.16	7.48	4.61	2/72	<.05
MLA Fr. Listen.	168.64	7.88	151.88	9.01	151.20	5.95	41.50	2/72	<.001
French Knowledge	10.80	3.42	10.44	3.54	6.16	3.05	14.93	2/72	<.001

punitiveness.

Control Group II, that attended the Conard High School summer session, demonstrated the largest number of significant differences on the post-test. This group viewed American culture as stressing Traditional Family Ideology and emphasizing domination of their children by American parents along with rigid adherence to conventional values in American homes. In addition, Control Group II also viewed French culture as rigid in terms of Traditional Family Ideology with French parents dominating their children, rigid adherence to conventional values in the French home and a moralistic rejection of impulse life. This group also possessed the poorest Ideal and Self-Concept as measured by the Likert and true-false formats. These students in Control Group II were more significantly alienated than the other two samples and had the least knowledge of French current events and culture. Finally, this group was marked by the poorest performance in French language achievement tests (reading, writing, speaking and listening).

In order to measure the effects of the different summer experiences on the three groups (Experimental Group, Control Group I and Control Group II), difference scores were computed on all of the thirty-three measures in the pre and post-tests. One-way analyses of variance were carried out on these thirty-three difference scores. Table 6 presents a summary of the results of these analyses of variance for those variables that distinguish significantly among the three groups.

The data contained in Table 6 indicates that the Experimental

TABLE 6

SUMMARY OF RESULTS OF ANALYSES OF VARIANCE OF EXPERIMENTAL AND CONTROL  
GROUPS FOR DISTINGUISHING VARIABLES ON DIFFERENCE SCORES

Variable	GROUP						F	df	p
	<u>Experimental</u>		<u>Control I</u>		<u>Control II</u>				
<u>Attitude</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>			
Sem. Diff. (French)	- 5.08	18.18	- 2.32	15.87	20.44	46.65	5.33	2/72	< .05
T.F.I. Fr. Total	-12.84	30.12	-11.60	39.17	17.60	51.34	4.38	2/72	< .05
T.F.I. Fr. Factor I	- 1.80	6.71	- 0.64	6.70	4.28	8.66	4.74	2/72	< .05
T.F.I. Fr. Factor IV	0.64	4.41	- 1.88	4.94	2.28	5.92	4.17	2/72	< .05
T.F.I. Fr. Factor V	- 1.44	6.15	- 0.52	8.96	4.28	10.34	3.14	2/72	< .05
<u>Personality</u>									
Self-Con. Ideal (Lik.)	1.76	9.29	1.36	15.88	-18.68	28.16	9.07	2/72	< .01
Self-Con. Actual (T-F)	0.32	2.41	0.08	2.15	- 2.04	3.36	5.50	2/72	< .01
Self-Con. Ideal (T-F)	- 0.12	1.01	- 0.48	1.87	- 3.40	5.25	7.56	2/72	< .01
Alienation	- 2.52	11.67	1.40	13.12	9.96	22.66	3.72	2/72	< .05
<u>Aptitude &amp; Achievement</u>									
MLA Fr. Writing	2.92	4.95	- 4.72	5.37	2.16	6.39	14.09	2/72	< .001
MLA Fr. Speak.	- 6.92	6.91	0.40	5.91	5.76	8.21	20.26	2/72	< .001
French Knowledge	2.96	2.59	0.08	3.09	- 1.60	5.63	8.30	2/72	< .01



Group, that studied French at the University of Tours, Tours, France, differed from the other groups in terms of changing most on their view of French family life. That is, over the course of the summer, these students changed their perception of French family life in the most positive manner of all three groups. Specifically, the Experimental Group viewed the French family as maintaining less rigid adherence to conventional attitudes and less moralistic rejection of impulse life. In addition, this group increased its knowledge of French current events and culture, and became less alienated over the course of the summer. It should be noted that this is the only group that became less alienated indicating the positive effects of the program. Finally, the Experimental Group improved in their French writing skill more than the other two groups, but, unexpectedly, did not improve in French speaking ability. All of the findings for the Experimental Group are in the anticipated direction except for the French speaking skill outcome.

Control Group I, that did not participate in any summer French language activity was distinguishable from the other two groups of students by a decrease in French language writing skills over the course of the summer.

Control Group II, that studied the French language in a traditional summer school setting, was different significantly from the other two groups in terms of difference scores as this group rated the "average French high school student" (Semantic Differential, French) more positively than did the other two groups over the summer. In terms of French Traditional Family Ideology, this group changed more than the Experimental

Group or Control Group I. In fact, Control Group II viewed Traditional Family Ideology in the French culture more strongly than did the other groups. Specifically, they saw a greater rigidity of adherence to conventional values, more extreme emphasis on discipline and a moralistic rejection of impulse life in the French culture at the end of the summer in contrast to the views held at the beginning of the summer. In addition, this control group decreased in its knowledge of French current events and culture.

Control Group II, also, possessed lower ideal and actual self-concept scores as measured by Likert and true-false formats at the conclusion as compared with the beginning of the summer. These students who studied French in the traditional summer school setting became more negative towards self, while the other groups became more positive towards self or else did not change. In keeping with the last finding, Control Group II manifested a greater increase in alienation from self than the other student groups.

Finally, Control Group II improved most in the area of French speaking skill. This last finding may be due to regression to a common mean. That is, the Experimental Group, that studied in France began the summer with the highest score in French language speaking ability, Control Group II with the poorest speaking score and Control Group I in the middle. At the conclusion of the summer activities, the three Groups continued to be rank ordered the same which suggests that over the summer the Groups moved together (regression to the mean), resulting in Control Group II possessing the highest degree of improvement.

Relative to the data contained in Tables 4, 5 and 6, it should be noted that one could expect one or two significant F's to occur by chance. However, the data reported in this study are conservative estimates of the findings for each of the three tables. The number of significant F's varied from ten to eighteen. Thus, the reader can be reasonably confident that the obtained differences were statistically and psychologically reliable.

The correlations for the thirty-seven pre-variables for all seventy-five student participants in this study are contained in Table 7.

The data contained in Table 7 indicates that, in general, high scores on any one Traditional Family Ideology sub-scale will result in equally high scores on the remaining Traditional Family Ideology sub-scales. In addition, a high score on the Traditional Family Ideology total score for one culture suggests a similarly high score on the total score for the other culture. Also, eighteen of the pre-variables demonstrate that high scores on the Traditional Family Ideology measure (total and sub-scale scores) are indicative of high self-concept, high alienation, low French language achievement scores and low social class position.

The American Semantic Differential measure of attitude toward the "average American high school student" is related to high Traditional Family Ideology sub-scales for the American and French cultures. This measure of attitude, in addition, is related to poor French language

TABLE 7

## SUMMARY OF SIGNIFICANT CORRELATIONS BETWEEN

## PRE-VARIABLES FOR ALL STUDENTS

Attitude	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>
1. Sem. Diff. (Amer.)		.28			.25				.25		.23		
2. Sem. Diff. (Fr.)													.22
3. T.F.I. Amer. Total				.82	.63	.70	.76	.85	.76	.65	.77	.55	.33
4. T.F.I. Amer. (P/C)					.55	.45	.73	.89	.55	.83	.78	.52	.39
5. T.F.I. Amer. (H/W)						.45	.74	.64	.76	.44	.53	.41	.22
6. T.F.I. Amer. (M/F)							.54	.57	.89	.33	.62	.33	
7. T.F.I. Amer. Factor I								.71	.74	.54	.82	.51	.32
8. T.F.I. Amer. Factor II									.68	.74	.69	.48	.33
9. T.F.I. Amer. Factor III										.42	.70	.43	.22
10. T.F.I. Amer. Factor IV											.62	.52	.45
11. T.F.I. Amer. Factor V												.46	.33
12. T.F.I. Fr. Total													.80

TABLE 7--Continued

Attitude	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>
1. Sem. Diff. (Amer.)				.25		.25		.23	.34		.27	.26
2. Sem. Diff. (Fr.)												
3. T.F.I. Amer. Total		.31	.24	.25	.29	.30	.36				.25	
4. T.F.I. Amer. (P/C)		.27	.38	.28	.25	.31	.41				.25	
5. T.F.I. Amer. (H/W)	.32	.22	.27	.24	.32	.26	.29					
6. T.F.I. Amer. (M/F)		.37			.30		.23					
7. T.F.I. Amer. Factor I		.31	.36	.28	.32	.23	.43		.22			
8. T.F.I. Amer. Factor II		.31	.30	.32	.30	.33	.33					
9. T.F.I. Amer. Factor III		.38		.22	.36	.23	.32					
10. T.F.I. Amer. Factor IV	.22	.30	.43	.38	.31	.47	.44				.26	
11. T.F.I. Amer. Factor V		.37	.24	.22	.28	.29	.45				.25	
12. T.F.I. Fr. Total	.54	.62	.73	.65	.67	.68	.75				.35	



TABLE 7--Continued

Attitude	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>
1. Sem. Diff. (Amer.)												
2. Sem. Diff. (Fr.)		-.22					.26				.24	
3. T.F.I. Amer. Total		.30								.33		
4. T.F.I. Amer. (P/C)				-.28						.23		
5. T.F.I. Amer. (H/W)		.28								.32		
6. T.F.I. Amer. (M/F)												
7. T.F.I. Amer. Factor I					-.23	-.25	-.24			.35		
8. T.F.I. Amer. Factor II		.22								.30		
9. T.F.I. Amer. Factor III										.33		
10. T.F.I. Amer. Factor IV												
11. T.F.I. Amer. Factor V						-.22			.23		.34	
12. T.F.I. Fr. Total												

TABLE 7--Continued.

Attitude	14	15	16	17	18	19	20	21	22	23	24	25
13. T.F.I. Fr. (P/C)	.55	.47	.77	.75	.53	.88	.82				.29	
14. T.F.I. Fr. (H/W)		.38	.71	.71	.67	.53	.40				.24	
15. T.F.I. Fr. (M/F)			.42	.58	.88	.44	.55					
16. T.F.I. Fr. Factor I				.63	.60	.62	.75				.27	
17. T.F.I. Fr. Factor II				.73	.71	.58		.26				.27
18. T.F.I. Fr. Factor III					.50	.55						
19. T.F.I. Fr. Factor IV						.70					.26	
20. T.F.I. Fr. Factor V												
<u>Personality</u>												
21. Self-Con. Actual (Lik.)									.31	-.55	.54	.32
22. Self-Con. Ideal (Lik.)										.40		.69
23. Self-Con. AC-ID (Lik.)											-.33	.33
24. Self-Con. Actual (T-F)												

TABLE 7--Continued

Attitude	26	27	28	29	30	31	32	33	34	35	36	37
13. T.F.I. Fr. (P/C)				.22								
14. T.F.I. Fr. (H/W)												
15. T.F.I. Fr. (M/F)				.24								
16. T.F.I. Fr. Factor I												
17. T.F.I. Fr. Factor II						.24						
18. T.F.I. Fr. Factor III												
19. T.F.I. Fr. Factor IV				.24								
20. T.F.I. Fr. Factor V										.28		
<u>Personality</u>												
21. Self-Con. Actual (Iik.)	-.40		.41									
22. Self-Con. Ideal (Iik.)		-.23		-.26							.23	
23. Self-Con. AC-ID (Iik.)	.35		-.37	.28								.22
24. Self-Con. Actual (T-F)	-.84											

TABLE 7--Continued

<u>Personality</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>
25. Self-Con. Ideal (T-F)		-.27				.24					.33	
26. Self-Con. AC-Id (T-F)			-.22								.25	
27. Alienation				-.26		-.26	-.25		-.30			
28. Soc. Desirability												
<u>Aptitude &amp; Achievement</u>												
29. Intell. Quotient						.30			.28			
30. MLA Fr. Read.						.76	.58	.84				.43
31. MLA Fr. Writing							.74	.76		.25		.44
32. MLA Fr. Speak.								.61			.27	
33. MLA Fr. Listen.										.23		.44
34. French Knowledge										-.32		

speaking ability, and high Traditional Family Ideology sub-scale scores for American and French family relations.

The self-concept measures are related to positive perceptions of the "average American high school student" on the American Semantic Differential measure. This personality measure of self-concept, also, relates to high scores on the Traditional Family Ideology sub-scales for American and French traditional family relations, low alienation and low intelligence quotient.

The data contained in Table 7 further reports that intelligence quotient is related to high Traditional Family Ideology sub-scale scores for French culture. In addition, intelligence quotient is related to low actual self-concept, ideal and self-concept actual, lack of alienation and low social desirability. Finally, intelligence quotient is related to high French writing ability and knowledge of French current events and culture.

French language achievement scores in reading, writing and listening skills are related negatively to the Traditional Family Ideology sub-scale score on conventionalism. These language achievement scores are, in addition, related to high self-concept, lack of alienation, high intelligence quotient and high scores on French language high school grades. Finally, the French language achievement scores are all highly related to each other.

Knowledge of French current events and culture is related to a high sub-scale score on the moralistic rejection of impulse life scale



of the Traditional Family Ideology measure for American culture. Also, high French knowledge scores on current events and culture are related to a lack of alienation, high intelligence quotient and high social position.

The Hollingshead and Redlich social position scale scores are related significantly to the Traditional Family Ideology American culture total score and to all sub-scale scores except the sub-scale on the emphasis of extreme discipline.

Finally, high school grades in French are related to high scores on all of the French language achievement tests, without exception.

Table 8 contains the significant correlations among the thirty-three post-variables for all of the seventy-five students who participated in this study. In general, the data reported in this table reflect patterns similar to the correlations between the pre-variables reported in Table 7.

A high sub-scale or total score on the Traditional Family Ideology measure of American culture indicates a tendency for high sub-scale and total scores on the French culture measures. Secondly, high Traditional Family Ideology sub-scale and total scores on American and French culture are related significantly with high scores on the alienation personality measure, lack of knowledge on French current events and culture, and poor ability on the French language achievement tests.

The American Semantic Differential measure correlates with an endorsement of the Traditional Family Ideology of the American culture

TABLE 8

## SUMMARY OF SIGNIFICANT CORRELATIONS BETWEEN

## POST-VARIABLES FOR ALL STUDENTS

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
<u>Attitude</u>											
1. Sem. Diff. (Amer.)		.67	.22	.24	.30	.23	.32	.29	.30	.28	.28
2. Sem. Diff. (Fr.)											
3. T.F.I. Amer. Total			.82	.51	.75	.74	.75	.78	.71	.76	
4. T.F.I. Amer. (P/C)				.52	.68	.78	.81	.73	.81	.83	
5. T.F.I. Amer. (H/W)					.43	.67	.66	.77	.43	.48	
6. T.F.I. Amer. (M/F)						.66	.71	.90	.51	.77	
7. T.F.I. Amer. Factor I							.75	.78	.59	.81	
8. T.F.I. Amer. Factor II								.82	.70	.65	
9. T.F.I. Amer. Factor III									.57	.77	
10. T.F.I. Amer. Factor IV										.62	

TABLE 8--Continued

	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>
<u>Attitude</u>											
1. Sem. Diff. (Amer.)									.30	.24	
2. Sem. Diff. (Fr.)	.28	.23			.23				.22		
3. T.F.I. Amer. Total	.63	.49	.32	.41	.50	.24	.41	.40	.53	-.24	
4. T.F.I. Amer. (P/C)	.52	.52	.30	.37	.42	.32	.38	.43	.44		
5. T.F.I. Amer. (H/W)	.32	.29	.54	.29	.37	.32	.45	.22	.28		
6. T.F.I. Amer. (M/F)	.40	.31		.36	.24		.26	.27	.28		
7. T.F.I. Amer. Factor I	.50	.48	.32	.38	.46	.30	.38	.39	.48		
8. T.F.I. Amer. Factor II	.48	.44	.41	.37	.42	.38	.41	.39	.39		
9. T.F.I. Amer. Factor III	.44	.35	.35	.40	.34	.27	.39	.30	.33		
10. T.F.I. Amer. Factor IV	.46	.53	.42	.34	.44	.40	.42	.50	.46		

TABLE 8--Continued

Attitude	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>	<u>33</u>
1. Sem. Diff. (Amer.)		.28			-.23	.28					
2. Sem. Diff. (Fr.)											
3. T.F.I. Amer. Total								-.32	-.34	-.27	-.25
4. T.F.I. Amer. (P/C)					.28				-.30		
5. T.F.I. Amer. (H/W)									-.27		
6. T.F.I. Amer. (M/F)					.28				-.30		
7. T.F.I. Amer. Factor I					.22				-.28		
8. T.F.I. Amer. Factor II									-.24		
9. T.F.I. Amer. Factor III					.22				.33		
10. T.F.I. Amer. Factor IV					.27						

TABLE 8--Continued

<u>Attitude</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>
11. T.F.I. Amer. Factor V	.40	.38		.32	.30		.24	.30	.38		
12. T.F.I. Fr. Total		.78	.58	.73	.84	.52	.77	.66	.80		
13. T.F.I. Fr. (P/C)			.64	.65	.84	.78	.74	.83	.85		
14. T.F.I. Fr. (H/W)				.46	.70	.69	.83	.55	.49		
15. T.F.I. Fr. (M/F)					.58	.59	.87	.56	.64		
16. T.F.I. Fr. Factor I						.58	.73	.66	.86		
17. T.F.I. Fr. Factor II							.74	.70	.49		
18. T.F.I. Fr. Factor III								.65	.65		
19. T.F.I. Fr. Factor IV									.68		
20. T.F.I. Fr. Factor V											.28
<u>Personality</u>											
21. Self-Con. Actual (Lik.)											
22. Self-Con. Ideal (Lik.)											.36



TABLE 8--Continued

	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>	<u>33</u>
<u>Attitude</u>											
11. T.F.I. Amer. Factor V					.22			- .28			
12. T.F.I. Fr. Total								- .25			
13. T.F.I. Fr. (P/C)					.26						- .23
14. T.F.I. Fr. (H/W)											
15. T.F.I. Fr. (M/F)					.29						
16. T.F.I. Fr. Factor I					.23						
17. T.F.I. Fr. Factor II				.25			.24	.25		.23	
18. T.F.I. Fr. Factor III											
19. T.F.I. Fr. Factor IV					.23						
20. T.F.I. Fr. Factor V					.30			- .27			
<u>Personality</u>											
21. Self-Con. Actual (Lik.)	- .54	.70	.31	- .55	- .33	.57			.22		
22. Self-Con. Ideal (Lik.)	.42	.50	.78		- .46	.57	.31			.28	.97

TABLE 8--Continued

<u>Personality</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>	<u>33</u>
23. Self-Con. AC-ID (Lik.)		-.26	.33	.60				.26			
24. Self-Con. Actual (T-F)			.52	-.62	-.44	.51					.22
25. Self-Con. Ideal (T-F)					-.48	.48		.36	.24	.24	.39
26. Self-Con. AC-ID (T-F)									.24	.29	
27. Alienation						-.42	-.23	-.37		-.35	-.51
28. Soc. Desirability											
<u>Aptitude &amp; Achievement</u>											
29. French Knowledge							.37				
30. MIA Fr. Read.								.77	.51	.80	.37
31. MIA Fr. Writing									.60	.83	.49
32. MIA Fr. Speak.										.58	.33
33. MIA Fr. Listen.											.46

as does the French Semantic Differential for the French culture.

Secondly, high American Semantic Differential measure scores relate with high self-concept, lack of alienation and high social desirability.

The self-concept personality measure scores are correlated with high American Semantic Differential scores and other self-concept measures. In addition, lack of alienation, high social desirability, French knowledge of current events and culture and high scores on French language achievement tests are related significantly to high self-concept scores.

Alienation is related significantly to poor performance on the French language achievement tests in reading, writing and speaking skills. In addition, alienation is related to an endorsement of the American and French cultures, poor self-concept on all measures, low social desirability and a lack of knowledge concerning French current events and culture.

In general, French language achievement test scores are related to a lack of endorsement of Traditional Family Ideology for American and French cultures, high self-concept scores, and large self-concept difference scores (Ideal Self minus Actual Self). Also, the language achievement test scores are related significantly to a lack of alienation and high performance on each language achievement test.

Finally, high scores on the French current events and culture scale are related significantly with low total scores on the Traditional Family Ideology measures for American and French cultures. In addition,

high scores on the French current events and culture measure indicate a significant relationship with high self-concept, lack of alienation and satisfactory performance on all skills contained in the French language achievement tests.

Table 9 presents a summary of the significant correlations between the thirty-seven pretest scores and the thirty-three difference scores (Post minus Pre). An examination of Table 9 reveals that, in general, all pre-measures are correlated negatively with the difference score on that identical measure. This relationship is determined mathematically as the subjects who possess high pre-scores tend to change the least, while those possessing low initial scores will change the most. Therefore, the 'ceiling' and 'floor' effects have determined the negative relationships between pre and difference scores.

In general the data indicates that subjects who score high on any American Traditional Family Ideology scale become more positive in their attitudes toward the "average American high school student" as determined by the American Semantic Differential scale. Similarly, any student who scores high initially on the French Traditional Family Ideology scales becomes more positive toward the "average French high school student."

In addition, high initial scores on any American Traditional Family Ideology scale is associated with negative difference scores on most Traditional Family Ideology scales. These negative relationships are mostly due to the inverse association between initial and difference scores. The other possibility is that students who consider American

TABLE 9

SUMMARY OF SIGNIFICANT CORRELATIONS BETWEEN PRE  
AND DIFFERENCE SCORES FOR ALL STUDENTS

Variable	1	2	3	4	5	6	7	8	9	10	11	12
Difference Score												
Attitude												
1. Sem. Diff. (Amer.)	-.32			.26	.25		.31	-.29		.22	.23	
2. Sem. Diff. (Fr.)				.23			.26				.24	.30
3. T.F.I. Amer. Total			-.41	-.27		-.39			-.33		-.29	
4. T.F.I. Amer. (P/C)			-.32	-.47				-.37		-.35	-.24	
5. T.F.I. Amer. (H/W)					-.48	-.22			-.32			
6. T.F.I. Amer. (M/F)						-.51			-.35			
7. T.F.I. Amer. Factor I					-.38	-.23	-.42	-.28	-.35	-.22	-.33	-.34
8. T.F.I. Amer. Factor II			-.33	-.30		-.25		-.46	-.24	-.27		-.25
9. T.F.I. Amer. Factor III			-.23	-.38	-.26	-.51			-.48			
10. T.F.I. Amer. Factor IV	-.22		-.27	-.39				-.31		-.54		-.28
11. T.F.I. Amer. Factor V	.22		-.25	-.38		-.24		-.30		-.28	-.39	
12. T.F.I. Fr. Total		-.26		-.27	-.25	-.25			-.28			-.49
13. T.F.I. Fr. (P/C)												-.46
14. T.F.I. Fr. (H/W)												-.25
15. T.F.I. Fr. (M/F)			-.24		-.24	-.37			-.38			-.42
16. T.F.I. Fr. Factor I												-.38
17. T.F.I. Fr. Factor II					-.24							-.50
18. T.F.I. Fr. Factor III	-.22		-.26		-.23	-.30			-.30			-.39
19. T.F.I. Fr. Factor IV	-.24											-.34
20. T.F.I. Fr. Factor V									-.23			-.40



TABLE 9--Continued

<u>Variable</u>		<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>Pre-Score</u>			<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
<u>Difference Score</u>							<u>18</u>	<u>19</u>					
<u>Attitude</u>													
1.	Sem. Diff. (Amer.)												
2.	Sem. Diff. (Fr.)	.33			.28			.27	.32				
3.	T.F.I. Amer. Total												
4.	T.F.I. Amer. (P/C)												
5.	T.F.I. Amer. (H/W)												
6.	T.F.I. Amer. (M/F)	-.23						-.26					-.23
7.	T.F.I. Amer. Factor I												
8.	T.F.I. Amer. Factor II	-.32			-.25	-.22		-.25	-.27				-.30
9.	T.F.I. Amer. Factor III	-.23						-.23					-.22
10.	T.F.I. Amer. Factor IV	-.29			-.27								-.30
11.	T.F.I. Amer. Factor V												
12.	T.F.I. Fr. Total	-.40	-.34	-.23	-.27	-.34	-.29	-.37	-.29				-.26
13.	T.F.I. Fr. (P/C)	-.56	-.31		-.37	-.36		-.51	-.29				-.26
14.	T.F.I. Fr. (H/W)	-.24	-.53			-.28							-.28
15.	T.F.I. Fr. (M/F)	-.32	-.28	-.65		-.41	-.59	-.29	-.35				
16.	T.F.I. Fr. Factor I	-.37	-.45		-.50	-.33	-.25	-.31	-.28				
17.	T.F.I. Fr. Factor II	-.48	-.44		-.38	-.57	-.33	-.47	-.30				
18.	T.F.I. Fr. Factor III	-.29	-.41	-.36	-.28	-.41	-.51	-.24					-.27
19.	T.F.I. Fr. Factor IV	-.45	-.24			-.28		-.58	-.23				-.26
20.	T.F.I. Fr. Factor V	-.45	-.27	-.23	-.39	-.35	-.28	-.42	-.52				

TABLE 9--Continued

<u>Variable</u>	<u>Difference Score</u>	<u>Attitude</u>
1. Sem. Diff. (Amer.)		I
2. Sem. Diff. (Fr.)		II
3. T.F.I. Amer. Total		III
4. T.F.I. Amer. (P/C)		IV
5. T.F.I. Amer. (H/W)		V
6. T.F.I. Amer. (M/F)		
7. T.F.I. Amer. Factor I		
8. T.F.I. Amer. Factor II		
9. T.F.I. Amer. Factor III		
10. T.F.I. Amer. Factor IV		
11. T.F.I. Amer. Factor V		
12. T.F.I. Fr. Total		
13. T.F.I. Fr. (P/C)		
14. T.F.I. Fr. H/W		
15. T.F.I. Fr. (M/F)		
16. T.F.I. Fr. Factor I		
17. T.F.I. Fr. Factor II		
18. T.F.I. Fr. Factor III		
19. T.F.I. Fr. Factor IV		
20. T.F.I. Fr. Factor V		

TABLE 9--Continued

Variable	1	2	3	4	5	Pre-Score					
Difference Score						6	7	8	9	10	11 12
<u>Personality</u>											
21. Self-Con. Actual (Lik.)											
22. Self-Con. Ideal (Lik.)								-.25			
23. Self-Con. AC-ID (Lik.)						.23					
24. Self-Con. Actual (T-F)											
25. Self-Con. Ideal (T-F)											
26. Self-Con. AC-ID (T-F)											
27. Alienation											
28. Soc. Desirability		.29			-.30						.24
<u>Aptitude &amp; Achievement</u>											
29. French Knowledge											
30. MLA Fr. Read.											
31. MLA Fr. Writing											
32. MLA Fr. Speak.											
33. MLA Fr. Listen.		-.30									-.23

TABLE 9--Continued

Variable	13	14	15	16	17	18	19	20	21	22	23	24
Difference Score												
Personality												
21. Self-Con. Actual (Lik.)												
22. Self-Con. Ideal (Lik.)										-.39		
23. Self-Con. AC-ID (Lik.)											-.34	
24. Self-Con. Actual (T-F)												
25. Self-Con. Ideal (T-F)		.22				.24						
26. Self-Con. AC-ID (T-F)												.29
27. Alienation		-.34										-.28
28. Soc. Desirability				-.30	-.23	.23				.28		
Aptitude & Achievement												
29. French Knowledge		.31										
30. MIA Fr. Read.				.30								
31. MIA Fr. Writing				.25								
32. MIA Fr. Speak.												
33. MIA Fr. Listen.												-.22

TABLE 9--Continued

Variable	25	26	27	28	29	Pre-Score			32	33	34*	35#	36+	37**
Difference Score						30	31							
<u>Personality</u>														
21. Self-Con. Actual (Lik.)														
22. Self-Con. Ideal (Lik.)				.22										
23. Self-Con. AC-ID (Lik.)														
24. Self-Con. Actual (T-F)	.34		-.27	.31										
25. Self-Con. Ideal (T-F)							.25		.26					
26. Self-Con. AC-ID (T-F)	.22	-.49												
27. Alienation			-.28											
28. Soc. Desirability	.23			-.31			.22	.29	.29					
<u>Aptitude &amp; Achievement</u>														
29. French Knowledge					-.28									
30. MLA Fr. Read.						-.40								
31. MLA Fr. Writing		.23			-.27		-.27							
32. MLA Fr. Speak.			.23				-.44	-.71	-.29					
33. MLA Fr. Listen.							-.37		-.55					

Note: \*Pre-I.Q.; #Pre-Social Position; +Sex; \*\*Pre-Grades



culture as very traditional envision it less so over a period of time.

The identical negative association is evident for high initial French Traditional Family Ideology scores and change over a period of time. That is, students who view the French culture as stressing traditional family relationships initially, decrease that perception over the course of the summer. Once again, the reader should note that this relationship is determined primarily by the mathematics involved in the association between initial and difference scores. In essence, the initial score is involved in the change score analysis. That is, the pre-score is the initial score and is involved in the change score as the change score equals the difference between pre and post-scores.

The Ideal Self-Concept personality measure indicates a negative shift for those students who initially viewed American culture as stressing traditional family relationships. This change in self-concept toward a more negative position develops over the course of the summer. The students who consider the French culture as emphasizing traditional family relationships become more positive in their ideal self-concept over the period of the summer program. In addition, students who view initially the French culture as stressing traditional family relationships become less alienated over the course of the program.

Subjects who rated the "average French high school student" in a positive manner at the beginning of the summer experienced a decrease in their French language speaking ability at the end of the summer. Similarly, subjects who viewed initially French culture as possessing.

exaggerated emphasis upon masculinity and femininity also experienced a decrease in their French language speaking skills.

Students who viewed family life as stressing moralism became less knowledgeable about French current events and culture. On the other hand, students who perceived initially French culture as stressing husbands dominating wives and conventionalism being advocated within French families, become more knowledgeable with regard to French current events and culture over the summer.

An apparent association exists between high self-concept and a decrease in one's perceptions of the stress of the traditional family relationships within the American culture. This is also true to a lesser extent for the French culture. Specifically, students possessing high ideal self-concept perceive American culture in a more positive manner at the conclusion in contrast to the beginning of the summer. These students view American culture as emphasizing parents dominating children, conventionalism and moral rejection of impulse life less at the end of the summer than they did at the outset of the program.

The correlations for the actual self-concept measure are compatible with the previous findings. Students who scored high on this scale envisioned American family life more positively at the end than at the beginning of the summer. Specifically, students who scored high on actual self-concept scales on the pretest sense a decrease in parents dominating children, husbands in authority positions over wives, conventionalism, extreme emphasis upon discipline and moral rejection of

impulse life. In addition, these students have a more generally positive attitude toward French culture (Traditional Family Ideology total score) and view French family life as stressing less emphasis on exaggerated masculinity and femininity and discipline. Finally, these students decrease in their psychological sense of alienation over the summer.

Relative to the discrepancy score between the pretest Ideal minus Actual Self-Concept measures, there exists a relationship with the change in French language skills. This change is in keeping with the work of Achenbach and Zigler as it was expected that those students possessing a high initial self-concept discrepancy score would improve significantly on their French language writing ability.<sup>168</sup>

Students scoring high on alienation in the pretest decrease in their self-concept and improve in their French speaking skills. These students tend to be more positive in their perceptions of husbands dominating wives in the American culture at the conclusion of the program in contrast to the views they possessed at the outset of the summer.

The students possessing high scores on the Solomon-Klein Social Desirability Scale at the beginning of the summer demonstrate improvement on the Ideal and Actual Self-Concept measures over the course of the summer.

Initially high intellectual ability is related to an increase in

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<sup>168</sup>Achenbach, T. and Zigler, E., Social Competence and Self-Image Disparity in Psychiatric and None-Psychiatric Patients, op. cit.

alienation, and a decrease in French language speaking skills. This is readily understandable as the intelligence quotient patterns of correlations indicate that bright students are non-alienated and possess excellent French language skills at the beginning of the summer. Therefore, these students tend to demonstrate an increase in alienation and a decrease in this particular language skill.

Students who have initially high scores on the French language writing and speaking measures became more negative in their view toward the "average French high school student." They became more positive in their attitudes toward American family life, particularly in regard to male dominance over female and exaggerated masculinity and femininity. In addition, these students increased their ideal self-concept and their scores on the Social Desirability measure.

Three of the four initial scores on the French language achievement tests are related significantly to an improvement of student knowledge of French current events and culture. Specifically, those students scoring high on the French reading, writing and speaking achievement tests at the outset of the summer improve to a statistically significant level in their knowledge of French current events and culture at the end of the summer.

Finally, Table 9 contains two hundred and thirty-four correlations that were significant. The possibility of chance occurrence for correlations would be sixty-one. Thus, it would appear that the number of significant correlations obtained of two hundred and thirty-four would lend

TABLE 10  
SUMMARY OF DISTINGUISHING VARIABLES ON DIFFERENCE  
SCORES BETWEEN HIGH AND LOW CONTACT SUBJECTS  
AMONG THE EXPERIMENTAL GROUP

<u>Variable</u>	<u>GROUP</u>				<u>F</u>	<u>df</u>	<u>p</u>
	<u>High</u>		<u>Low</u>				
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>			
T.F.I. Fr. (P/C)	-3.13	4.79	2.38	5.53	4.52	1/14	<.10
T.F.I. Fr. (H/W)	-3.25	4.46	0.13	1.25	4.24	1/14	<.10
T.F.I. Amer. Factor II	-2.63	5.73	3.63	5.66	4.82	1/14	<.05

confidence to the interpretation of meaningful relationships among initial scores for personality, attitude, scholastic aptitude, French language achievement and background factors with difference scores over the course of the summer program.

Table 10 contains a summary of those variables that distinguish among the students who had significant degrees of social contact with French students and adults. The high or low level of social contact with native Frenchmen was determined by the student daily logs and their post-essays which recapitulated their overseas experiences. The data reported in Table 10 was derived from the difference scores, over the course of the summer, for those students included in the Experimental Group.

There were thirty-three analyses of variance conducted and, therefore, one could expect one or two significant F ratios occurring by



chance. The small number of significant findings obtained by this statistical analysis lends minimal support to the Kelman and Gullahorns hypothesis that high social contact with foreign nationals leads to attitudinal change toward the foreign nationals and their country. However, it is possible to interpret the findings as at least suggestive so far as students possessing more frequent social contacts tend to decrease in their perceptions of French family life. Specifically, these students consider the French family life as lessening in its emphasis on parents dominating children and husbands dominating wives. These two findings are not significant at the .05 level by the two tailed test, but are suggestive.

The one finding which was statistically significant at the .05 level indicates that those students who had more contact with French people improve in their attitude towards the American family (Traditional Family Ideology) in that they perceive it as stressing less authoritarian submission (T.F.I. Factor II) in the home. This finding developed over the course of the summer and reflects a contrast to those students who indicated few social contacts while overseas.

Summarizing Table 10 the data obtained demonstrates little, if any, relationship to the hypothesis of the Gullahorns and Kelman.

It should be stated clearly, at this juncture, that a huge number of correlations have been computed in this study and that the interpretations of the findings should be interpreted with a great deal of caution. Computing a large number of correlations increases the

possibility of chance occurrences. Therefore, the description of the findings has been sub-divided into suggested tentative findings and an attempt at interpreting patterns of findings in contrast to an interpretation of individual correlations.

The differential effects of the summer experiences upon the Experimental Group, Control Group I and Control Group II were estimated by computing correlations among initial personality, attitudinal, scholastic ability, French language achievement, background factors and difference scores for each of the three groups. Each correlational matrix was based on thirty-seven pre-scores and thirty-three difference scores resulting in twelve hundred and twenty-one correlations being computed. On any of the three matrices one could expect to obtain sixty-one correlations which would be significant at the .05 level. It was discovered that each matrix generated approximately sixty to seventy-five significant correlations. The low number of significant correlations was determined, to some degree, by the small number of subjects in each of the samples. A reduced N of twenty-five subjects per group requires a correlation of at least .39 to obtain significance by the two tailed test. The small sample size, imprecision of the measuring instruments and the lack of an appreciably larger than chance number of significant correlations indicate that this data cannot be reported with any degree of confidence. In general, the patterns obtained initially and reported in Table 9, tend to be similar for each of three smaller samples of twenty-five, which collectively comprise the seventy-five subjects. The find-

ings for the Experimental Control Group, Control Group I and Control Group II tend to replicate the relationships reported for the total groups in Table 9, but not as dramatically nor with the same degree of consistency. Therefore, due to the aforementioned reasons, no report shall be attempted on this data in this study as the findings for the smaller groups are merely a weaker version than those obtained for the total groups, which have been reported previously.

Finally, this data has been included in the Appendix of this study for the reader's examination.

## CHAPTER V

## SUMMARY AND CONCLUSIONS

This final chapter of the study shall be sub-divided into four sections: (a) Restatement of The Problem; (b) Description of The Procedures Employed; (c) Principal Findings and Conclusions; (d) Recommendations for Further Research.

Restatement of The Problem

During the past twenty-five years, there has been a phenomenal increase in the numbers of foreign nationals visiting and studying in the United States. An equally huge number of American college students have visited and studied abroad during the same period. This surge of interest in the field of international education, on the part of the United States, is directly attributable to this nation's emergence as one of the leading world powers following the close of World War II.

In addition to the growth of the college programs abroad, there has been an identical growth of programs for secondary school students. The major difference in international programs for high school students, in contrast to college students, is the duration of the overseas experience. The majority of the college overseas programs are arranged for a one year period. High school programs are usually organized so as to provide for a four to six week overseas experience for the youthful participants.

The programs in the area of international education are predicated

upon the assumption that cross-cultural experiences will lead to a better understanding of the people and the culture of the host nation. Secondly, it is believed that the student will improve his foreign language skills by visiting or studying in the country whose language the student is pursuing.

The research to support the assumption that participation in cross-cultural experiences for American foreign language students will lead to improvement in foreign language skills is at a minimum. Similarly, there exists a paucity of research to support the assumption that studying or visiting abroad for American students will result in attitudinal change toward the host country's culture and its people.

This apparent lack of research, particularly in the secondary school field, provided the impetus for this study. The purpose of this investigation was an attempt to determine the meaningfulness and significance of a short-term, French language study abroad program for American high school students.

During the summer of 1967, twenty-five American high school students studied the French language for a four week period at the University of Tours, Tours, France. The central issue of this study was an examination of the effects upon the French language reading, writing, speaking and listening skills of these American high school students. In addition, the attitudes of these American high school students toward the host nation, France, and their own nation were explored so as to determine attitudinal changes, if any, resulting from this cross-cultural



experience. Finally, investigations were conducted attempting to identify certain personality factors which might be related to foreign language achievement or attitudinal change.

### Description of The Procedures Employed

There were seventy-five students included in this study. The students were arranged into three groups dependent upon their choice of summer activity. The Experimental Group studied the French language for a four week period at the University of Tours, Tours, France. Control Group I did not participate in any French language pursuits during the summer months. Control Group II studied the French language in a traditional summer high school setting.

All of the subjects, in each group, participated in a testing program which was conducted at the outset of the summer and again at the conclusion of the summer. The pretesting program included attitudinal measures, personality measuring scales, aptitude and French language achievement tests and personal background information. The post-testing program included the same measures except for the foreign language tests which required different forms. In addition, the Experimental Group wrote essays prior to their overseas experience indicating their expectations for the program. Upon their return, they wrote a second essay contrasting their expectations to the actual experiences. Finally, the Experimental Group maintained daily logs recording the distribution of their time.

All of the data obtained for the three groups was key punched on

I.B.M. cards. Pearson Product Moment Correlations were computed for all measures. Secondly, an analysis of variance was conducted to determine the similarities of the three groups at the outset of the program. As there were initial dissimilarities existing among the three groups at the outset, an analysis of variance of difference scores was computed. In addition, correlations were computed between the initial variables and the difference scores. Finally, for the Experimental Group, friendship patterns were investigated to determine the degree to which friendship and/or frequency of social contact with Frenchmen influenced change in French language achievement scores and attitudes.

#### Principal Findings and Conclusions

All of the findings reported in this section are based upon comparisons made among the three groups of samples: (Experimental Group; Control Group I and Control Group II).

The students comprising the Experimental Group demonstrated a significant improvement in their French language writing skills at the conclusion of the overseas study program at Tours, France. The results obtained from the French language achievement tests in reading, speaking and listening skills indicated insignificant change for the Experimental Group. The skills in these areas possessed by the students were high at the outset of the program and remained high throughout the summer. This unexpected outcome may well be attributable to the regression to a common mean.

The Experimental Group's knowledge of French current events and

culture improved appreciably over the course of the program.

Finally, in the area of French language and knowledge achievement, the post-essays for the Experimental Group revealed that all of the students believed that their French language skills had substantially improved, particularly in the areas of speaking and listening skills. As mentioned earlier, the French language achievement post-test results do not support this student view.

In the area of attitudinal change, the Experimental Group did change in a significant manner in its views on French family life. The Experimental Group placed considerable emphasis upon a positive shift in its attitude toward the French family sensing a lessening of adherence both to conventional values and a moralistic rejection of impulse life. The post-essays completed by the Experimental Group lend further support to the attitudinal change toward French family life. These students reported in their post-essays a change in their perceptions of France, French people and culture as one of the positive outcomes of their short-term overseas program in France. They further report a strong desire to return to France in the future.

An examination of the degree of social contact for the Experimental Group with French students and adults was conducted.

This investigation revealed that students with a high degree of social contact with Frenchmen change in a positive manner in their view toward American family life. They perceived American family life as stressing less authoritarian submission at the end of their overseas

experience.

The post-self concept measures reveal that the Experimental Group improved in their concept of self over the course of the summer. In addition, they were less alienated at the conclusion of their overseas experience in contrast to their degree of alienation at the outset of the summer.

Control Group I, that did not participate in any summer study program, experienced a change in French language writing ability as their skill decreased over the summer. They experienced no significant changes in attitude or personality.

Control Group II experienced a strong shift in a negative direction toward the "average French high school student" over the course of the summer. Similarly, they viewed French family relations as being more negative at the end of the summer in contrast to the outset. Specifically, their views became more rigid towards French family life in relation to conventionalism, extreme emphasis upon discipline and a moralistic rejection of impulse life.

In the area of personality change, Control Group II became more negative toward self as indicated on the self-concept measures at the close of the summer in contrast to the beginning of the program. This change towards self was pronounced. A similar finding was observed on the alienation personality scale. The members of Control Group II were more alienated, by far, at the end of the summer program than they were at the beginning.

Control Group II demonstrated a positive change in French language speaking ability over the course of the summer. This was the one significant change in French language ability demonstrated by Control Group II. Finally, the students comprising this group demonstrated a decrease in their knowledge of French current events and culture at the conclusion of the program in contrast to the outset.

### Conclusions

In conclusion, the data obtained in this study suggests that French language skills are not enhanced by participation in a short-term, foreign language study abroad program. There is one exception to the generalization, and that is the appreciable improvement in French language writing skills. Secondly, the Experimental Group, in comparison to the other groups, improved significantly in their knowledge of French current events and culture. The Experimental Group, in contrast to the others, became less alienated and their self-concept became more positive at the conclusion of the overseas experience. Finally, the Experimental Group, in comparison to the other groups, became more positive in their attitude toward French family life at the conclusion of their cross-cultural experience.

Control Group I, in contrast to the other groups, experienced little change, if any, whereas Control Group II became more alienated and more negative towards self over the course of the summer. In addition, Control Group II, in comparison to the other groups, improved in their French language speaking ability and experienced a significant decrease



in their knowledge of French current events and culture.

Finally, the data obtained in this study lends little support for the improvement of French foreign language skills as a positive outcome for a short-term study abroad program. The evidence does indicate that students studying abroad for a short-term period increase markedly in their knowledge of French current events and culture. In addition, there are seemingly important social attitudinal changes toward the host country and one's own culture resulting from a cross-cultural experience. Similar changes are recorded for these high school students as they became less alienated and developed a higher positive self-concept as a direct consequence of a short-term study abroad program.

#### Recommendation For Further Research

The unexpected lack of significant improvement in French language speaking and listening skills as a positive outcome for the students studying in France suggests a re-examination of the program setting.

American high school language learning programs conducted by overseas colleges, universities and other youth-serving agencies tend to create a "transferred" American student population. That is, as evidenced in this study, a summer overseas language program becomes a smaller version of an American school community. This arrangement of a small American community abroad tends to discourage free and open contact with the nationals of the host country. The American students tend to cluster together rather than seeking out social and friendship arrangements with members of the host country. Therefore, it is suggested that a possible

avenue for additional research would be to arrange for American high school students to study abroad in areas located away from other largely populated American student centers. Thus, the students would of necessity be forced to utilize their foreign language speaking and listening skills for their everyday needs. In addition, it would be a rich experience for the American high school students to be housed individually with French families. This isolation from pockets of American students and the need for dependence upon the language listening and speaking skills joined together with language instruction from native teachers would enhance the researcher's opportunities of obtaining a pure answer to the value of studying and visiting abroad for American high school students.

## APPENDIX

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## QUESTIONNAIRE

## FRENCH KNOWLEDGE OF CURRENT EVENTS AND FRENCH CULTURE\*

Name \_\_\_\_\_

1. What did you think of the French position on the recent Israeli vs. Jordan, Syria and Egypt conflict?

Strongly favored \_\_\_\_; favored \_\_\_\_; strongly opposed \_\_\_\_;  
Why?

2. What is France's position regarding the Common Market?

3. Do you favor France's position? Yes \_\_\_\_ No \_\_\_\_.

4. What is France's position in favor of the English participation in the Common Market?

5. Do you favor France's position? Yes \_\_\_\_ No \_\_\_\_.

6. How do you feel about the DeGaulle's governments attempts to develop their national economy?

Approve \_\_\_\_; disapprove \_\_\_\_.  
Why?

7. Do you think the French government's position in international affairs has aided her image in America? Yes \_\_\_\_ No \_\_\_\_.  
Why?

8. In general, I think that French education is better than American public high school education. Agree \_\_\_\_ Disagree \_\_\_\_.

9. In general, I feel that French high school teachers are closer to French students. Agree \_\_\_\_ Disagree \_\_\_\_.

10. In general, I feel that there is greater freedom of expression in French schools as contrasted to American public schools.

Agree \_\_\_\_ Disagree \_\_\_\_.

Name \_\_\_\_\_

11. The average Frenchmen probably has greater freedom to express his political dissent than is the case in the United States.

Agree\_\_\_\_Disagree\_\_\_\_.

12. Racial relations are probably better in France than in the United States.

Agree\_\_\_\_Disagree\_\_\_\_.

13. Relative to America, I think the standard of living in France is much higher.

Higher\_\_\_\_about the same\_\_\_\_lower\_\_\_\_much lower\_\_\_\_.

14. Relative to the United States, opportunities for advancement in France are:

Higher\_\_\_\_about the same\_\_\_\_lower\_\_\_\_much lower\_\_\_\_.

15. As a society, I feel that with regard to opportunities for change, France vs. the United States rates much higher.

Higher\_\_\_\_about the same\_\_\_\_lower\_\_\_\_much lower\_\_\_\_.

---

\*This title is included here for identification purposes. It did not appear on the student copy of the Questionnaire.



## DAILY LOGS

127

Name \_\_\_\_\_

Date \_\_\_\_\_

Location \_\_\_\_\_

EXPERIENCE	LISTENING & SPEAKING (approx. time in minutes)	
	French	English
1. Sports		
2. Shopping		
SOCIALIZING		
3. Student Friends		
4. Private Families		
5. Travelers		
6. Others		
7. Discussion		
8. Museums		
9. Historical Places		
10. Scenic Interests		
11. Cultural Programs		
12. Reading		
13. French Movies		
14. French Radio Programs		
15. French		
16. Formal Classroom Experience		
17. Study and/or Homework		

## ESSAYS ON EXPECTATIONS

Name \_\_\_\_\_

Date \_\_\_\_\_

Would you please describe your expectation for this 'Summer Study and Travel Program' to France. Please bear in mind that your response is for research purposes and is therefore confidential.

## ESSAYS ON ACTUAL EXPERIENCES CONTRASTED TO EXPECTATIONS

Name \_\_\_\_\_

Date \_\_\_\_\_

Now that your 'Summer Study and Travel Abroad Program' has concluded, would you please relate your prior expectations for the educational experience in contrast to what actually occurred.

TABLE 11

# SUMMARY OF SIGNIFICANT CORRELATIONS BETWEEN PRE AND DIFFERENCE SCORES FOR EXPERIMENTAL SUBJECTS

[illegible]

TABLE 11--Continued

[illegible]

TABLE 11--Continued

[illegible]



TABLE 11--Continued

Variable	1	2	3	4	5	6	7	8	9	10	11	12
Difference Score												
Personality												
21. Self-Con. Actual (Lik.)												
22. Self-Con. Ideal (Lik.)												
23. Self-Con. AC-ID (Lik.)												
24. Self-Con. Actual (T-F)												
25. Self-Con. Ideal (T-F)												
26. Self-Con. AC-ID (T-F)												
27. Alienation												
28. Soc. Desirability												
Aptitude & Achievement												
29. French Knowledge												
30. MLA Fr. Read.												
31. MLA Fr. Writing												
32. MLA Fr. Speak.												
33. MLA Fr. Listen.												

-.47

.53

-.42

-.46

TABLE 11--Continued

Variable	13	14	15	16	17	18	19	20	21	22	23	24
Difference Score												
Personality												
21. Self-Con. Actual (Lik.)	-.47											
22. Self-Con. Ideal (Lik.)												
23. Self-Con. AC-ID (Lik.)												
24. Self-Con. Actual (T-F)												
25. Self-Con. Ideal (T-F)												
26. Self-Con. AC-ID (T-F)												
27. Alienation												
28. Soc. Desirability										.50		
Aptitude & Achievement												
29. French Knowledge												
30. MLA Fr. Read.												
31. MLA Fr. Writing												
32. MLA Fr. Speak.												
33. MLA Fr. Listen.												

-.40

-.45

TABLE 11--Continued

Variable	25	26	27	28	29	Pre-Score		32	33	34*	35#	36+	37**
Difference Score						30	31						
<u>Personality</u>													
21. Self-Con. Actual (Lik.)													
22. Self-Con. Ideal (Lik.)													
23. Self-Con. AC-ID (Lik.)													
24. Self-Con. Actual (T-F)			-.43		.49								
25. Self-Con. Ideal (T-F)	-.41				-.42								
26. Self-Con. AC-ID (T-F)			.50		-.41								
27. Alienation													
28. Soc. Desirability													
<u>Aptitude &amp; Achievement</u>													
29. French Knowledge					-.42								
30. MLA Fr. Read.						-.58							
31. MLA Fr. Writing						-.50	-.69						
32. MLA Fr. Speak.	.39												
33. MLA Fr. Listen.						-.42	-.51	-.71					

Note: \*Pre-I.Q.; #Pre-Social Position; +Sex; \*\*Pre-Grades

TABLE 12

## SUMMARY OF SIGNIFICANT CORRELATIONS BETWEEN PRE AND

## DIFFERENCE SCORES FOR CONTROL GROUP I

Variable	1	2	3	4	5	6	7	8	9	10	11	12
Difference Score												
Attitude												
1. Sem. Diff. (Amer.)				.45				.51				
2. Sem. Diff. (Fr.)		-.45										
3. T.F.I. Amer. Total												
4. T.F.I. Amer. (P/C)												
5. T.F.I. Amer. (H/W)												
6. T.F.I. Amer. (M/F)	-.47						.42					
7. T.F.I. Amer. Factor I												
8. T.F.I. Amer. Factor II							.50					
9. T.F.I. Amer. Factor III												
10. T.F.I. Amer. Factor IV												
11. T.F.I. Amer. Factor V				-.40					-.57			
12. T.F.I. Fr. Total	-.42											
13. T.F.I. Fr. (P/C)												
14. T.F.I. Fr. (H/W)	-.45							.44				
15. T.F.I. Fr. (M/F)												
16. T.F.I. Fr. Factor I												-.41
17. T.F.I. Fr. Factor II												-.46
18. T.F.I. Fr. Factor III	-.50											
19. T.F.I. Fr. Factor IV												
20. T.F.I. Fr. Factor V												

TABLE 12--Continued

<u>Variable</u>	<u>Difference Score</u>	<u>Attitude</u>
1. Sem. Diff. (Amer.)	.43	I
2. Sem. Diff. (Fr.)	.40	II
3. T.F.I. Amer. Total	.62	III
4. T.F.I. Amer. (P/C)		IV
5. T.F.I. Amer. (H/W)		V
6. T.F.I. Amer. (M/F)		
7. T.F.I. Amer. Factor I		
8. T.F.I. Amer. Factor II		
9. T.F.I. Amer. Factor III		
10. T.F.I. Amer. Factor IV		
11. T.F.I. Amer. Factor V		
12. T.F.I. Fr. Total		
13. T.F.I. Fr. (P/C)		
14. T.F.I. Fr. (H/W)		
15. T.F.I. Fr. (M/F)		
16. T.F.I. Fr. Factor I		
17. T.F.I. Fr. Factor II		
18. T.F.I. Fr. Factor III		
19. T.F.I. Fr. Factor IV		
20. T.F.I. Fr. Factor V		



TABLE 12-Continued

Variable		25	26	27	28	29	Pre-Score		32	33	34*	35#	36+	37**
Difference Score							30	31						
Attitude														
1.	Sem. Diff. (Amer.)													
2.	Sem. Diff. (Fr.)													
3.	T.F.I. Amer. Total			.46										
4.	T.F.I. Amer. (P/C)													
5.	T.F.I. Amer. (H/W)													
6.	T.F.I. Amer. (M/F)			.42										
7.	T.F.I. Amer. Factor I													
8.	T.F.I. Amer. Factor II													
9.	T.F.I. Amer. Factor III			.47										
10.	T.F.I. Amer. Factor IV													
11.	T.F.I. Amer. Factor V													
12.	T.F.I. Fr. Total													
13.	T.F.I. Fr. (P/C)													
14.	T.F.I. Fr. (H/W)													
15.	T.F.I. Fr. (M/F)													
16.	T.F.I. Fr. Factor I													
17.	T.F.I. Fr. Factor II													
18.	T.F.I. Fr. Factor III													
19.	T.F.I. Fr. Factor IV													
20.	T.F.I. Fr. Factor V													

-.47

TABLE 12--Continued

Variable	1	2	3	4	5	Pre-Score		8	9	10	11	12
Difference Score						6	7					
<u>Personality</u>												
21. Self-Con. Actual (Lik.)			-.39									
22. Self-Con. Ideal (Lik.)									-.42			
23. Self-Con. AC-ID (Lik.)												
24. Self-Con. Actual (T-F)									.46			
25. Self-Con. Ideal (T-F)												
26. Self-Con. AC-ID (T-F)												
27. Alienation												
28. Soc. Desirability												
<u>Aptitude &amp; Achievement</u>												
29. French Knowledge												
30. MLA Fr. Read.			.40	.52	.42							
31. MLA Fr. Writing												
32. MLA Fr. Speak.												
33. MLA Fr. Listen.												

TABLE 12--Continued

<u>Variable</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>Pre-Score</u>			<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
						<u>18</u>	<u>19</u>						
<u>Personality</u>													
21. Self-Con. Actual (Lik.)													
22. Self-Con. Ideal (Lik.)											-.56		
23. Self-Con. AC-ID (Lik.)													
24. Self-Con. Actual (T-F)													
25. Self-Con. Ideal (T-F)													
26. Self-Con. AC-ID (T-F)													
27. Alienation										-.41			
28. Soc. Desirability													
<u>Aptitude &amp; Achievement</u>													
29. French Knowledge												.43	
30. MLA Fr. Read.										-.49			
31. MLA Fr. Writing										.48			
32. MLA Fr. Speak.													
33. MLA Fr. Listen.												.48	

Variable

[illegible]

## Aptitude & Achievement

29.	French Knowledge		
30.	MLA Fr. Read.	-.48	
31.	MLA Fr. Writing		-.46
32.	MLA Fr. Speak.		-.47
33.	MLA Fr. Listen.	-.39	.50
			-.56

Note: \*Pre-I.Q.; #Pre-Social Position; +Sex; \*\*Pre-Grades

TABLE 13

## SUMMARY OF SIGNIFICANT CORRELATIONS BETWEEN PRE AND

## DIFFERENCE SCORES FOR CONTROL GROUP II

Variable	Pre-Score											
	1	2	3	4	5	6	7	8	9	10	11	12
<u>Difference Score</u>												
1. Sem. Diff. (Amer.)												
2. Sem. Diff. (Fr.)							.44					.40
3. T.F.I. Amer. Total			-.66	-.58	-.41	-.67	-.45	-.57	-.64	-.46	-.64	-.52
4. T.F.I. Amer. (P/C)			-.63	-.64	-.48	-.49	-.49	-.66	-.54	-.50	-.55	-.47
5. T.F.I. Amer. (H/W)					-.63	-.50			-.61			-.45
6. T.F.I. Amer. (M/F)			-.49	-.43		-.70		-.62				-.63
7. T.F.I. Amer. Factor I			-.65	-.63	-.72	-.65	-.69	-.59	-.75	-.51	-.56	-.53
8. T.F.I. Amer. Factor II			-.73	-.66	-.50	-.60		-.78	-.63	-.54	-.44	-.54
9. T.F.I. Amer. Factor III			-.52		-.48	-.75		-.49	-.73			
10. T.F.I. Amer. Factor IV			-.56	-.56	-.44			-.53		-.69		-.62
11. T.F.I. Amer. Factor V	-.46		-.47	-.54		-.56	-.46	-.43	-.49		-.69	
12. T.F.I. Pr. Total			-.45	-.40		-.55			-.54	-.46	-.41	-.74
13. T.F.I. Fr. (P/C)					-.48	-.40			-.48	-.51		-.76
14. T.F.I. Fr. (H/W)												-.50
15. T.F.I. Fr. (M/F)						-.53			-.46			-.53
16. T.F.I. Fr. Factor I												-.63
17. T.F.I. Fr. Factor II					-.47	-.40		-.40	-.48	-.42	-.64	-.66
18. T.F.I. Fr. Factor III											-.55	
19. T.F.I. Fr. Factor IV									-.46	-.43	-.46	-.63
20. T.F.I. Fr. Factor V						-.46	-.40					



TABLE 13--Continued

Variable		Pre-Score											
Difference Score		13	14	15	16	17	18	19	20	21	22	23	24
Attitude													
1.	Sem. Diff. (Amer.)												
2.	Sem. Diff. (Fr.)	-.45						.40	.42				
3.	T.F.I. Amer. Total	-.47		-.61		-.47	-.52	-.41	-.54				
4.	T.F.I. Amer. (P/C)			-.46		-.41	-.39						
5.	T.F.I. Amer. (H/W)	-.47				-.53		-.53					
6.	T.F.I. Amer. (M/F)			-.65		-.44	-.54		.41				
7.	T.F.I. Amer. Factor I	-.61	-.41	-.58	-.55	-.66	-.61	-.52	-.67			-.44	
8.	T.F.I. Amer. Factor II	-.40		-.51		-.56	-.47	-.42					
9.	T.F.I. Amer. Factor III	-.46		-.59		-.54	-.56	-.47	.48				
10.	T.F.I. Amer. Factor IV	-.49				-.56	-.41	-.45	-.43			-.45	
11.	T.F.I. Amer. Factor V			-.59			-.42		-.47				
12.	T.F.I. Fr. Total	-.63	-.42	-.60	-.46	-.61	-.63	-.60	-.66				
13.	T.F.I. Fr. (P/C)	-.74	-.44	-.53	-.52	-.70	-.58	-.70	-.66				
14.	T.F.I. Fr. (H/W)	-.42	-.70		-.46	-.46	-.44	-.49					
15.	T.F.I. Fr. (M/F)	-.46		-.82	-.40	-.45	-.73		.51				
16.	T.F.I. Fr. Factor I	-.53	-.60	-.44	-.72	-.51	-.59	-.53	-.64			-.40	
17.	T.F.I. Fr. Factor II	-.60	-.41	-.43		-.68	-.49	-.65	-.46				
18.	T.F.I. Fr. Factor III	-.55	-.56	-.68	-.53	-.57	-.75	-.45	-.52				
19.	T.F.I. Fr. Factor IV	-.57				-.55		-.64					
20.	T.F.I. Fr. Factor V	-.61		-.54	-.57	-.50	-.53	-.49	-.81		.45		142

TABLE 13--Continued

[illegible]

TABLE 13--Continued

[illegible]

TABLE 13--Continued

<u>Variable</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>Pre-Score</u>			<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
						<u>18</u>	<u>19</u>	<u>20</u>				
<u>Personality</u>												
21. Self-Con. Actual (Lik.)												
22. Self-Con. Ideal (Lik.)										-.46	-.39	
23. Self-Con. AC-ID (Lik.)								.40		-.42	-.69	
24. Self-Con. Actual (T-F)												
25. Self-Con. Ideal (T-F)			.39									
26. Self-Con. AC-ID (T-F)												.48
27. Alienation		-.57		-.61		-.39		-.42			.49	-.56
28. Soc. Desirability			.40									
<u>Aptitude &amp; Achievement</u>												
29. French Knowledge												
30. MIA Fr. Read.												
31. MIA Fr. Writing			-.44									
32. MIA Fr. Speak.												
33. MIA Fr. Listen.	.53			.51								-.48

TABLE 13--Continued

Variable	25	26	27	28	29	Pre-Score		33	34*	35#	36+	37**
Difference Score						30	31	32				
<u>Personality</u>												
21. Self-Con. Actual (Lik.)												
22. Self-Con. Ideal (Lik.)												
23. Self-Con. AC-ID (Lik.)												
24. Self-Con. Ideal (T-F)				.50								
25. Self-Con. Ideal (T-F)	-.41											
26. Self-Con. AC-ID (T-F)	-.82											
27. Alienation			-.44									
28. Soc. Desirability				-.46	.46							
<u>Aptitude &amp; Achievement</u>												
29. French Knowledge												
30. MLA Fr. Read.												
31. MLA Fr. Writing												
32. MLA Fr. Speak.												
33. MLA Fr. Listen.												

Note: \*Pre-I.Q.; #Pre-Social Position; +Sex; \*\*Pre-Grades



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